

Child protection and safeguarding: COVID-19 addendum

Delta Federation

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Next review due by:	As required as COVID 19 procedures
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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Jo Alikhan	alikhanj@draytonpark.org.uk
Operational DSL	R Rowsell (Drayton Park School) K Bass (Brooksward School)	rowsellr@draytonpark.org.uk Karen.bass@brooksward.org.uk
Other contactable DSL(s) and/or deputy DSL(s):	Michelle Duffin (Drayton Park School) Jen Swain (Brooksward School) Sarah Ross (Both sites)	Duffinm@draytonpark.org.uk Jen.swain@brooksward.org.uk rosss@draytonpark.org.uk
Executive Headteacher	Jo Alikhan	alikhanj@draytonpark.org.uk
Local authority designated officer (LADO)	Jo Clifford	
Chair of governors	Caroline Lewis – Delta Federation	

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our safeguarding partners MK Together and Milton Keynes Local Authority.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

We will be using our Tier system for contacting the families and reporting any concerns (see 10.1)

All other safeguarding concerns will need to be reported in the usual way

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum. A member of SLT will always be on site and they will have telephone contact numbers for all DSLs.

We will keep all school staff and volunteers informed by email if the designated DSL for their school is unavailable on a particular day and will let them know who will be the DSL for that day.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no operational DSL on site, all senior leaders are also DSL trained and will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site operational DSL to make sure they (the senior leader) can:

- › Identify the most vulnerable children in school
- › Update and manage access to child protection files, where necessary
- › Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- › Our local safeguarding partners, MK Together
- › The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance although there is a system of monitoring via the home learning for all children.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- › Follow up on their absence with their parents or carers, by telephoning them after 9.30 (or one hour after the time that they are expected in school whichever is earlier)
- › Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. These are stored with the daily registers.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- › They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- › They would usually attend but have to self-isolate

These plans set out:

- › How often the school will make contact
- › Which staff member(s) will make contact
- › How they will make contact

Plan for contacting children throughout the school closure

- › Tier 1 - children with SW - these children will have a named SW – DSL (or deputy in case of illness) to contact as required (at least twice per week but daily in some instances) to offer support via telephone or Dojo - DSL to liaise with SW re social care needs and support
- › Tier 2 - these children are those that we are monitoring as a school -DSLs are aware of these children- these children will be contacted once per week by DSL (or deputy in case of illness. If full lockdown applies then contact must be made electronically where possible. If required a referral to Children's Social Care should be made.
- › Tier 3 - this is all other children - these children will be monitored by the class teacher in the first instance. If a class teacher does not receive feedback via dojo they will need to refer this as a wellbeing and DSLs will make contact with the family.
- › All other safeguarding concerns will need to be reported in the usual way

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy on acceptable use of internet and our Remote Learning Policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will continue to make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Know where else they can go for support to keep their children safe online

This is all done through Dojo.

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will be working with staff from within the Delta Federation. We will ensure that all staff have been added to the SCR and all appropriate safer recruitment checks have been carried out.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum

- › Confirmation of local processes
- › Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- › Everyone working or volunteering in our school each day, including staff 'on loan'

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- › The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- › The child's EHC plan, child in need plan, child protection plan or personal education plan
- › Details of the child's social worker
- › Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- › Child protection policy
- › Staff [behaviour policy/code of conduct]
- › IT acceptable use policy and Remote Learning Policy
- › Health and safety policy
- › Online safety policy
- › Esafety Policy
- › Remote Learning Policy

Remote Learning Agreement - children who are working remotely and in school

We ask all children, young people and adults involved in the life of Brooksward School/Drayton Park School to sign this Remote Learning Agreement to outline how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Your children should not behave any differently when they are out of school or using their own device or home network than they would in the classroom whilst completing remote learning.

The rules around behaviour and respect for pupils applies to all members of the school community, whether they are at home or school whilst they are carrying out their learning.

You can read the full Remote Learning Policy on our website for more details on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc).

If you have any questions about this RLA or our approach to online safety, please contact the school.

Parent/carers and each child must read the following guidance and agree to the conditions.

Parent/Carer Agreement

1. I understand that Brooksward/Drayton Park School uses technology as an approach to their remote learning whilst pupils are unable to attend school.
2. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials, including behaviour policies and agreements and internet safety education. However, the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies at home, which can sometimes be upsetting.
3. I understand that the video and microphone will be on and others on the virtual session will be able to see and hear my child when we are engaged in a class group session.
4. I will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, pupils or other parents/carers.
5. I understand that for my child to grow up safe online, s/he will need positive input from school and home, so I will talk to my child about online safety.

6. I understand that my child needs a safe and appropriate place to do remote learning if school or bubbles are closed. When on any live video calls with school, my child will be fully dressed and in a space where there are able to concentrate, a clear background and the camera angle will point away from any personal information/photographs etc. Where it is possible to blur or change the background, I will help my child to do so.

7. I understand that whilst home networks are much less secure than school ones, I can apply child safety settings to my home internet. Internet Matters provides guides to help parents do this easily for all the main internet service providers in the UK. There are also child-safe search engines e.g. swiggle.org.uk

8. I understand that I am responsible for supervising my child's access to virtual calls and will monitor my child during this time and take responsibility for their conduct. I understand that I am not part of the learning session and will be there to support my child with their technology, where appropriate. I will ensure that they are ready for their live learning session.

9. I understand that each virtual meeting will end at the discretion of the teacher and that children may face future sanctions such as being blocked or removed from calls if they do not follow this agreement.

10. I understand that virtual sessions will be recorded by class teachers and may be saved according to data protection guidelines and safeguarding.

11. I understand that I must not take any photographs or videos of the live session myself.

12. I understand that teachers or support staff will lead and facilitate all virtual meetings and that classroom behaviour and rules will be followed by my child during this time.

13. I understand that I must maintain confidentiality of the content of the virtual sessions and not share any information about it verbally or online.

14. I understand if I am concerned about anything that happens in the live session, I must report it to the class teacher or Head.

Child Agreement

Please share this with your child so they know what they must do to keep themselves safe online.

1. When I learn online – I use technological devices and logins for remote learning, other activities and having fun. All of my devices and systems are monitored by an adult when I'm using them at home.

2. When I am completing my home learning, I follow the school values

3. I will only use devices, apps, sites and games that are age appropriate when I am allowed to.

4. I am a friend online – I won't share or say anything that I know would upset another person or they wouldn't want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.

5. I am a secure online learner – I keep my passwords to myself and reset them if anyone finds them out. Friends don't share passwords!

6. I am careful what I click on – I don't click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.

7. I ask for help if I am scared or worried by something I see– I will talk to a trusted adult if anything upsets me or worries me on an app, site or game.

When I am on live learning sessions I will:

- be ready to learn including going to the toilet before the session
- dress appropriately

- I am in a safe and calm place at home which is a suitable space for my teachers to call me in.

- I will follow the school values at all times and use kind words towards others during calls.

- I will listen and follow the instructions of the class teacher during calls in the same way I would in the classroom.

- If I have a question, my teacher will let me know how I can do this

- I will be ready for my learning with the resources I need (paper, pencil, online resource)

- I will complete all work set as well as I possibly can

If I have any questions about this, I will ask my family or teacher.

Child Agreement: I have shared this with my child and they have understood this agreement

YES

Child Name

Parent/Carer Agreement: I have read and agree to all terms

YES

Adult Name