St Peter's Eaton Sq. C of E Primary
Child protection and safeguarding:

COVID-19 addendum

Approved by:	Governing Board	**Date:**	105/2020
Last reviewed on:			
Next review due by:	1/6/2020		

St Peter's School is a place where every person has the right to be themselves
and to be included in a safe and happy environment.

Together, we will realise the potential God has given us

Contents

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Miles Ridley	020 7504 0537 school@stpeaton.org.uk
Deputy DSL	Sarah Shayler Sam Sharples-Owen	020 7504 0537 school@stpeaton.org.uk
Headteacher	Miles Ridley	020 7504 0537 school@stpeaton.org.uk
Local authority designated officer (LADO)	Di Donaldson	07890397061 di.donaldson@rbkc.gov.uk
Chair of governors	Fr Ralph Williamson	020 7235 4242 vicar@stpetereatonsquare.co.uk

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners Westminster Children's Services accesstochildrensservices@westminster.gov.uk, Central West Basic Command Unit (Police) and Clinical Commissioning Group (Health) and Westminster City Council.

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 a child 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 5 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, both for children still attending school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. Senior Leadership

In event of the Head teacher self-isolating or being incapacitated due to ill health one of the Assistant Head teachers will automatically assume full responsibilities as deputised Head and lead DSL. In the event that the Head teacher's absence is longer that 4 weeks or permanent, the governing board must convene to appoint an acting Head or make suitable arrangements.

5. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible.

If our DSL (or deputy) can't be in school, they can be contacted remotely by: school@stpeaton.org.uk.

In addition, all staff have the direct mobile numbers of the DSL and deputy DSLs.

We will keep all school staff and volunteers informed by email/text as to who will be the DSL (or deputy) on any given day, and how to contact them.

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

The senior leader will be responsible for liaising with the off-site DSL (or deputy) 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.

6. 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 3 local safeguarding partners – the Local authority, Health and Police

> 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.

> DSLs attend online DSL Forum meetings for updates

7. 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.

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 phone and email

> 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. All staff have access to school@stpeaton.org.uk emails and will pass on any details to duty DSL.

8. 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 – about both children attending school and those at home.

9. 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 – whether those concerns are about staff/volunteers working on site or remotely.

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.

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

We have the option to offer places in the school covid19 childcare provision to children who don't meet the Department for Education's definition of 'vulnerable'. We will offer these places when we have safeguarding or

general concerns about children or families and believe that the child and/or their family may benefit. 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 11 below.

11. Contact plans

The school will record all contacts using the general contact log (see appendix A).

We have contact details 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

Each child has an individual contact plan (see appendix B) which sets out:

> The school will make contact at least once a week

> The DSL will make contact

> How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them annually.

If we can't make contact, we will contact children's social care or the police.

12. 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 line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

> No contact from children or families

> Seeming more withdrawn during any class check-ins or video calls

Children are likely to be spending more time online during this period – see section 13 below for our approach to online safety both in and outside school.

See section 14 below for information on how we will support pupils' mental health.

13. Online safety

13.1 In school

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

If IT staff are unavailable, our contingency plan is to seek support from WCC or LDBS.

13.2 Outside school

If/where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy. Any such online activity will only be permitted from the school base and not from a staff member's own home.

Staff will mainly contact families via school@stpeaton.org.uk email, school landline phones and personal mobiles with caller ID hidden.

Staff will not create videos at their own homes for distribution to classes or individual children.

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.

13.3 Working with parents and carers

We will 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,

> Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides,

> Know where else they can go for support to keep their children safe online, such as NSPCC.

14. Mental health

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

The Anna Freud Schools Outreach counselor will remain in contact with identified children and families.

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.

15. Staff recruitment, training and induction

15.1 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.

15.2 Staff 'on loan' from other schools

If the school enters into an arrangement with another school to share staff and/or school space for whatever reason, we will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

15.3 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.

15.4 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.

16. 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 5 will do this.

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

17. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks by Miles Ridley, Head & DSL. At every review, it will be approved by the full governing board.

18. 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

> Health and safety policy

> Online safety policy

> Whistle-blowing

> Anti-bullying

St Peter's ES CoE   COVID19 CONTACT LOG

Date & time of contact Phone ☐ email ☐ From school ☐ To school ☐	**Names** child staff parent other
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Appendix B

<u>St Peter's ES CoE</u>   COVID19 Individual Child Contact Plan

Child		DoB	Class

Risk level	Red ☐	Amber ☐	Blue ☐	
Pupils who are at most risk of harm or neglect and have the fewest protective factors (e.g. those with a **child protection plan**).	Pupils who are at a moderate risk of harm, with some protective factors (e.g. pupils identified as a **'child in need'**, and those with a social worker).		There are some concerns, or the pupil has previously been at 'red' or 'amber' and still needs to be monitored.	

Lead staff (usually DSL)	

Parent	Phone

Email	
Address	

Social worker	Phone
	Email
Other	Phone
	Email

Contact agreed once a day☐ week☐ fortnight☐	by phone☐ email☐ both/either☐
Agreed days/time for contact Mon☐ Tues☐ Wed☐ Thur☐ Fri☐	AM☐ …………… PM☐ ……………

Contact notes	Date