Safeguarding Addendum

Effective date: Thursday 7th January 2021

As government updates are published, or local needs arise this addendum guidance to safeguarding will be reviewed and updated. These regular reviews during this spring term 2021 lockdown period and also when wider re-opening resumes, will be highlighted in yellow. The addendum references the following Trust Policies and Processes and School Policies and Procedures and is an addition to Safeguarding and the Child Protection Policy.

- Retention and transfer of child protection, welfare and learning records
- Processes for ensuring EHCP provision
- Safeguarding and Child Protection policies
- Social media use policy
- Acceptable use of technology for staff and pupils
- Induction of staff and volunteer processes
- Risk assessment of staff and volunteer processes
- Single Central Record- safer recruitment policies
- Online learning processes
- Staff code of conduct/staff behaviour policy
- Emergency contact - staff and pupil processes

It is recognised that processes to safeguard children require two perspectives to be addressed:

1- **Processes for safeguarding pupils who are attending school on site.**
2- **Processes for safeguarding pupils who are not attending places made available, even if on an amended timetable or have no on-site provision during lockdown.**

1.Recording and sharing concerns

- Where possible in- school processes should remain the same using CPOMS in schools with regular review by DSLs and any relevant actions recorded.
- Referral services are currently operating with the same contact details. The process is also unchanged.
- Current guidance for Child Protection KCSiE 2020 continues with any amended processes for contacting the DSL or deputy.
- Body maps are still to be used but note that at no point should any photographs be taken of any marks or injuries – CPOMs recording.
- It may be noted that a child is uncomfortable working online, doesn't have appropriate equipment or access to engage. It may also be a concern regarding the presentation of the environment a child is working in or their own presentation. Their behaviours online may be different to usual. Concerns may be different to those that may be more usually seen when face-to-face with children. Mental and emotional health awareness will be an important facet of staff knowledge.
- Peer on peer abuse – revise the process for managing any report of such abuse and the supporting of victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach).

- Identify and share arrangements for keeping children not physically attending the school or nursery safe, especially online and how concerns about these children should be progressed.

2.Intelligence information

- If information is <u>intelligence</u> for the Police, non-urgent and not clear if any crime has been committed but indicates that a child may be at risk, or a crime may be/may have been committed use the online CPI form found at: https://www.safe4me.co.uk/portfolio/sharing-information/
- All staff to receive training during lockdown using the power point regarding when to use CPI and why.

3.Designated safeguarding Leads

- Contact information should be kept up to date and communicated to staff and the Local Authority. If they are working remotely, how to access a DSL.
- Any trained DSL will remain considered as trained during this period, even if their two-year role specific training runs out during this lockdown time. However, training can be booked and accessed remotely.
- Any contextual note should be added to the record, and any actions clearly set out, with a timeframe, and checked they have been completed and any outcome. This will support contextual safeguarding if the DSL with the most knowledge of an individual child becomes ill, unable to access records.
- Should a DSL of schools not be available then the Trust will provide support from another DSL within the academy.
- At no time will any school/nursery be without DSL support.

4.Sharing of information and Personal Data Reminder

- Whilst settings should continue to have due regard to Data Protection Act 2018 and GDPR this does not prevent the sharing of information where that is in the best interests of the child and necessary for the purposes of keeping children safe. Further advice can be found KCSiE 2020.
- Take care not to share contact details when emailing multiple people (BCC)
- Take care with personal data for access to online resources

5.Meetings of professionals for safeguarding purposes

- The majority of meetings are now happening via telephone discussions or a remote platform. These include:
    - o Child protection conferences and Child in Need meetings
    - o Return interviews from missing episodes (case by case basis)
    - o LADO strategy and review meetings (case by case basis)
- Ensure that whilst participating in calls that are likely to include sensitive information you are careful about who can hear the information being shared, and share any written information securely, in line with any amended setting policy and processes.

6. Attendance General

- Ensure all contact numbers and emails are up to date and that all parties are aware of when and how this contact will be made.
- Offer places as needed to children of critical workers and those meeting the vulnerable children criteria as set out in gov guidance. Risk assess in terms of being in the best interests of the child but also what can be provided with staffing levels and will need to be reviewed regularly and communicated clearly to parents.
- A record of attendance and non-attendance should be retained, and any timing of sessions attended noted, especially if they differ from the whole session time/ usual school day on offer each day.
- Schools should consider their own context and capacity to determine if they would wish to extend provision wider to consider those on the edge of care or children having other known vulnerabilities who are not able to identify an alternative care arrangement.
- Place needs should be communicated between schools and parents as it is recognised that care needs may change during the coming lockdown period.

7. EHC Plan Pupils

- Many children with EHC plans can safely remain at home. Consider their needs alongside the views of their parents, and make a risk assessment for each child. The Local Authority together with schools will need to decide who is best placed to make the risk assessment and agree any temporary amendments and review dates. A number of risks must be considered for each individual. Including:
  - The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice form an appropriate health professional where required.
  - The risk to the individual is some or all of the elements of the EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or usual setting
  - The ability of the individual's parents or home to ensure their health and care needs can be met safely

8. Safeguarding Partners

- Check updated advice received from the local safeguarding partners.
- Check updated advice received from local authorities regarding 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.
- Work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children attending meetings virtually if necessary to health.
- Get in touch with your local authority (LA) social care team to find out what its recommendations are for different children, having worked with their parents and develop a joint plan (social worker and school) for each family where not in school.
- Flag any increased concerns about pupil safety during closure or potential self-isolation with your LA social care team.

- Identify and share arrangements to support children the schools or nursery are concerned about who do not meet the 'vulnerable' definition and are not accessing provision on site.

9.Attendance of vulnerable children

- Identify vulnerable children using the revised criteria in the **Critical workers and Vulnerable Pupils Document** on the Drive.
- Identify children in the schools or nursery who are you are concerned about who do not meet the 'vulnerable' definition
- It is an expectation that vulnerable children will be offered places to attend school **With the exceptions that** through consultation with the school, social worker and the family it is agreed that it is not in the best interests of the child to do so.
- If a vulnerable child is offered a place all services should work together to enable attendance, as on-site provision has been agreed to be in the best interests of the child by professionals.
- Work with the SEN Team to establish provision and communicate any proposed changes if staffing or context changes within each individual setting as soon as it is known.
- Settings to take the lead on establishing expected attendance and communicating any non-attendance or changed attendance the same day to the social worker, SEN team or line manager.
- Match each child to a level of risk you think they're exposed to at home, as best you can. This will help you focus your attention on the most-in-need children and develop a proportionate contact plan for if they're not in school:
  - o Red: pupils who are at most risk of harm or neglect and have the fewest protective factors (e.g. those with a child protection plan).
  - o Amber: 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).
  - o Green: you have some concerns, or the pupil has previously been at 'red' or 'amber' and still needs to be monitored.
  - o Schools (Southampton)will receive updated RAG information as soon as it is available.

Contact where vulnerable pupil remains at home

- Identify how often you will be in contact with each pupil and what form this will take depending on age and your colour coding of vulnerability:
- This is likely to be at least once a week, and twice a week for higher-risk pupils.
- Decide on a case-by-case basis, depending on the level of risk and any advice you've got from your LA social care team who will be in touch and how …In person, by phone, or both.
- Whether you'll use online platforms to check in with pupils and who will do this. (See: Safeguarding and Remote Education and Contact (COVID-19) Addendum).
- How you'll record updates on pupils and their needs, and decisions on what you'll do next.
- What happens if you can't make contact or need to escalate concerns.
- How you'll continue to share information with other agencies.
- Communicate any changes to expected attendance for vulnerable children to their social worker/SEN team/ additional professionals working with the child/family without delay.

Phoning home through voice calls or video calls to speak to children (where not in an existing policy)

- Use work phones if possible.
- Make sure you speak to the child too and not just their parents.
- Do this through parents' phones only and in all cases make sure parents are aware and agree if the call is to the child.
- Call during school hours as far as possible.
- Make sure someone else at school is aware and keep a record of the date and time of each call.
- Have a parent with the child and have the phone on speaker phone.
- Either use an app like 3CX that will route calls through your school's number rather than your own, or block your number so parents don't see it (141).
- Give parents an expected time you'll be calling if you're blocking numbers, so they're more likely to pick up.
- If possible, have another member of staff on the call. If this isn't possible, record the call, with parents' permission. Explain you're recording for school records only.

10. Providing pastoral care

- Share expectations for learning - routine can give children an increased feeling of safety in the context of uncertainty.
- Consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

11. Contact with other children not offered an on-site place during Spring lockdown

- Regular contact, within specific guidelines referencing the Acceptable use of Technology Policy and Staff Code of Conduct.
- Pupil and parent expectations for these contacts such as response times to emails and times calls will be made between should be established.
- It should be designed to support expected patterns of regular attendance, a child's education and engagement in learning. See Remote Education Plans
- It will enable schools to report any concerns regarding the safety of children who are not open to Children's Social Care as effectively as possible in the current circumstances.
  - The potential impact to the individual's well-being of changes to routine or the way in which a provision is delivered.

12. Safer recruitment - Additional staff/volunteers on site or staff moving schools

- A named person/s will need to seek the same assurance for any additional adults – staff or volunteers - on site or used for online lessons - in line with as business as usual practice.

- Risk assessments may need additional elements to ensure that no member of staff places themselves at risk of allegations through using technological means to communicate or teach at this time.
- If a member of staff moves temporarily to provide teaching in a setting, even if remotely for which their enhanced DBS was not originally intended no new DBS check would be required for this temporary period
- The new setting should assure themselves that the appropriate checks relevant to role have been completed by another school or supply agency, or carry them out themselves if they are not assured.
- A risk assessment should be carried out. Assurance can be gained and recorded from the current employer that the appropriate checks has been carried out in line with checks relevant to role.

13. DBS checking

- KCSiE 2020 remains in place. There are changes to the DBS guidance for ID checking for enhanced and standard DBS checks to minimise the need for face-to-face contact. https://www.gov.uk/government/news/covid-19-changes-to-standard-and-enhanced-id-checking-guidelines.

14. Single Central Register during COVID-19 for additional staff or volunteers

- Set up a separate tab on your Single Central Register to record any additional or changed staffing or volunteers for the period to cover COVID19.

15. Induction of new staff/volunteers

- Induction for any new staff/volunteers should continue.
- Induction should also now include any changes to "business as usual" given each schools context and staffing arrangements especially for contact with DSL's which may need to be updated regularly.
- It should also ensure that staff code of conduct for working on-line live and in communications is up to date and all staff are aware of the processes they should follow when working remotely from school and remotely on-line.

16. Referrals to TRA or DBS Reminders, Reviews and Additions

- Advice about referrals to the Teacher Regulation Agency should be followed as set out in paragraph 166 of KCSiE 2020 but during COVC19 referrals should be made by emailing: Misconduct.teacher@education.gov.uk
- No hearings will be scheduled at this time. If a serious safeguarding concern is referred and it is deemed it is in the public interest consideration will be given by the TRA as to whether an interim prohibition order (IPO) should be put into place.
- Continue to follow their statutory responsibilities to refer to the DBS anyone who has harmed or poses a risk of hard to a child or vulnerable adult, as set out in KCSiE 2020.
- A reminder is that there is now a 4th bullet point that leaders must consider – that of transferable risk.

17. Review Acceptable use of Technology, e-learning and social media policies and procedures

- Ensure that any processes safeguard children and also do not increase the risk of allegations against staff.
- A named member of staff should undertake a recording task to ensure that staff understand the updated or changed policy or processes with respect of distance learning and communication methods.
- At no time should a staff member use personal social media channels to communicate with a pupil. Expected communication channels should be clearly set out for all staff to follow during lockdown if they are different for some or all staff.
- Where on-line lessons are being used with individual or small groups of pupils more than one member of staff is present online within the session where possible, or oversight is able to happen.

18. Working remotely and electronically – Settings and Staff

Schools should ensure remote education, where needed, is safe, high quality and aligns as closely as possible with in-school provision.

Home Learning – Refer to your Remote Learning Plan shared on your Website
- Resource children appropriately so as not to socially disadvantage e.g.: packs sent home, or expectations for using online systems, etc.
- Resource with laptops where this is possible.

What to do in different scenarios – ensure protocols are shared and maintained e.g.:
Google Drive – Use your Procedures, a 'closed' Drive and note that

- If teachers are uploading resources to an *open* Google Drive anyone with the link can view what's there.

Google Classroom and Seesaw to set work and communicate – Use your Procedures and

- Share expectations for staff, children and parents regarding what they can talk about in posts and comments.

Communicating with parents, carers and pupils

Where education is having to take place remotely due to coronavirus (COVID-19), it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff).
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones).
- use school devices over personal devices wherever possible.
- advise teachers not to share any personal information.

Safeguarding in virtual lessons and in video conferencing for checking on welfare

- Review the Acceptable use of Technology, Remote Learning and Social Media Policy and clarify with all staff and pupils at this time. They may require an addendum.
- Always pre-record and check any virtual learning – never live stream these.
- Find a quiet or private room or area to talk to pupils, parents or carers.
- When making a recording, consider what will be in the background - sit against a neutral background.
- Ensure that the environment is appropriate.
- Dress like you would for school and use professional language.
- Double check that any other tabs you have open in your browser would be appropriate for a child or parent to see, if they're sharing their screen.
- Record video conferencing with parents or pupils so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when.
- Pupils and parents need to be dressed and mindful of what they say and do in the recorded session and if in the background.
- Schools should continue to ensure that appropriate filters and monitoring systems (www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering -and-monitoring) are in place to protect children when they are on-line using the settings IT systems of recommended resources.
- The following links support governing bodies, Academy Council and Trusts: https://www.gov.uk/government/publications/online-safey-in-schools-and-colleges-questions-from-the-governing-board
- The following link provides support for professionals with any online safety issues they face https://saferinternet.org.uk/helpline/professionals-online-safety-helpline
- Pupil conduct on-line should be clearly communicated to parents and pupils in an age, and developmentally appropriate way.
- It should also be made clear actions that staff may take if pupils do not follow the expectations for behaviour on-line.
- Ensure that any sensitive information is stored or discussed in as secure a manner as is possible given each worker's home working circumstances.
- Processes must be in line with Data Protection Act 2018 and GDPR requirements.
- Continue to look for signs if children are at risk, and continue to record in school systems, or revised school systems anything noticed, however small.
- Use school channels to communicate.
- Staff shouldn't communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).
- Set expectations with parents about contacting staff and when they'll get replies.
- Remind staff about any expectations you've already set in your code of conduct for communicating with pupils and parents, and staff-pupil relationships.
- It is especially important for parents and carers to be aware of what their children are being asked to do, including:
  - sites they will be asked to use
  - school staff their child will interact with

19. Working remotely and electronically – children

- Mental health and wellbeing when working on-line. Is it recommended that education staff familiarise themselves with this document and also refer parents and carers to it. https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing

- Ensure: boundaries regarding times to access teachers, or a trusted adult are set out with clear guidance about who to contact if a child has a concern outside of these hours.
- Clear reporting mechanisms for concerns when on-line, as well as reporting routes back to school and through other organisations.
- Resources should be checked before issuing – if they are on-line, and it should be encouraged that pupils work whilst accessing on-line resources within the school's system, if possible so the systems filters can be applied.
- Communications to parents should set out as clearly as possible what children will be asked to access, and which adults will be communicating with their children during this time.
- Parental information should be shared sign posting support for parents and carers to keep their children safe on-line

20.Employment and exploitation children

- Remain aware of any "employment or volunteering'' comments made by children on line that you are unclear about, establish the position further and refer this.

21 Hidden Harms

- Breast flattening, FGM, faith-based abuse will be possibly more difficult to consider at this time, but that does not mean it is not occurring. The risks of home-based breast flattening and FGM remain.

22. Educational neglect guidance

- Any non-school or remote based provision for children who are open to services should be discussed and agreed by the services involved.
- If it is agreed that face-to-face onsite provision is the most appropriate provision the attendance at on site provision, if available, should be encouraged for those vulnerable children open to services.

23.Use of personal phones whilst working away from school - Use the school phone/ mobile wherever possible.

- The use of 141 to block numbers from showing/or other blocking method
- Informing parents that a call from an unknown number may be a call from staff from school
- Agreeing a timeframe for calls to be made within
- Agreed system of logging of calls made in for example CPOMS, if available or agreed system monitored regularly by DSLs and senior team.
- Refrain from using other media, unless it is agreed by school in any policy and procedures addendum, and numbers can be blocked
- Ensure that staff only hold numbers for pupils they have been asked to remain contacting, and hold the information only for as long as is necessary. This may include a buddy system to ensure removal of parents' numbers from personal phones post-COVID

- Anything else to ensure that children and staff are safeguarded at this time in practice that would not be considered appropriate when in business as usual times.
- Consider how to change responsibilities or reimburse any staff who may be financially disadvantaged e.g. on pay as you go mobile contracts/ limited calls. Setting this out clearly for staff.

24.Signposting

- Make sure children and parents know where to go if they need help.
- Share Childline with pupils https://www.childline.org.uk/. Post it on your website, online learning platform, or print the number and website and give it to pupils if appropriate.

25.Home Visits

- Follow the policy for **Home Visits and Lone Working Risk Assessments**.
- Make sure to see and speak to pupils.
- Speak to them on the doorstep, or see them through a window.
- Avoid close contact with them (closer than 2 metres for more than 15 minutes), in line with government advice on social distancing.
- Have 2 members of staff go, ideally including someone with a good relationship with the family and do not enter the home unless there is an evident safeguarding issue that requires this.

26.Free School Meal children

- Organise catering or food vouchers.

27.First Aid

- Ensure you have qualified PFA and FA appropriate to your school and age range on site.

References to online support:

Online Education Safety for Schools:

- NSPCC on undertaking remote education safely.
- UK Safer Internet Centre on remote education.
- Professionals Online Safety Helpline Call 0344 381 4772 or email helpline@saferinternet.org.uk.

Further Online Support for Parents and Carers

- **Thinkuknow** provides advice from the **National Crime Agency (NCA)** on staying safe online.
- **Parentzone** and the **NCA** providing support and guidance for parents from leading experts and organisations.
- **Childnet** offers a toolkit to support parents and carers of children of any age.
- **Internet matters** provides age-specific online safety checklists, guides on how to set parental controls on a range of devices.

- **London Grid for Learning** has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- **Net-aware** has support for parents and carers from the **NSPCC**, including a guide to social networks, apps and games.
- **Let's Talk About It** has advice for parents and carers to keep children safe from online radicalisation.
- **UK Safer Internet Centre** has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

Bullying or abuse online

- **Anti-Bullying Alliance** for children who are being bullied.
- **Tootoot** to provide a confidential route for pupils to report bullying or abuse.

Remote Learning Support for Teachers

- **UK Safer Internet Centre** – guidance on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidance from London grid for learning (LGfL) includes platform-specific advice.