



Our vision is *to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential*

Our values:

-  **We're imaginative** - we're creative thinkers and doers
-  **We're curious** - we encourage inquisitiveness and risk taking
-  **We're proud** - we take pride in our school and want everyone to succeed
-  **We're courageous** - we understand that we learn from our mistakes
-  **We're original** - we celebrate difference

Child Protection and Safeguarding Policy: COVID-19 addendum

Updated on:	
30th April 2020	New Addendum to Child Protection and Safeguarding Policy
2nd March 2021	Reviewed and renewed, Deputy DSL name updated



Date agreed by Governing Board/ Pupil Welfare Committee 2nd March 2021	Signature of Co-Chair 
Date agreed for review: 3 weekly during the pandemic by headteacher and deputy headteacher Spring 2022 for Pupil Welfare Committee	Frequency of Review 3 weekly/Annual / Bi-annual / Three-year cycle
Responsibility for Review Headteacher and Deputy Headteacher/Pupil Welfare Committee	



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Important contacts

ROLE	NAME
Designated safeguarding lead (DSL)	Caroline Andrews
Deputy DSL	Kate Hartill
Designated member of senior leadership team if DSL (and deputy) can't be on site	Caroline Rachel
Headteacher	Caroline Andrews
Local authority designated officer (LADO)	Pauline Arthur
Co-Chairs of governors	Paul de la Pena Caroline Harrison

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partner Pauline Arthur and local authority (LA) Lambeth.

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, 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. 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.

We will keep all school staff and volunteers informed as to who will be the DSL (or deputy) on any given day, if a DSL can not be in school we will inform staff by email and text with the contact details.

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

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Caroline Rachel.

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.

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 where there is a need.

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

- Our local safeguarding partner
- 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:

Risk assessments have been written for children with EHCPs and emailed to their parents and the SEND team.

A risk assessment has been done for a vulnerable child.

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.

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 telephone and 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.

. Contact details are up to date for the children currently attending school. If additional children need to join we will ask parents and carers to update a contact form.

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 – about both children attending school and those at home. We have a small group of children and four staff members are on site, so children are very carefully observed.

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 – 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.

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 below.

10. 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

Each child has an individual plan which sets:

- How often the school will make contact – this will be at least once a week by the learning mentor Angella Lindo. The family will be contacted by telephone - if the need arises a visit to the home will be undertaken by Caroline Andrews or Kate Hartill
- The class teacher is also checking by phone call as well as commenting on work set on line

We have agreed these plans with children's social care where relevant, and will review them on a 3 weekly basis. If we can't make contact, we will contact the social worker and attempt to carry out a home visit. If necessary we will contact the police.

11. 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:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check ins
- The class teacher telephones children who are not doing their learning as well as phoning children and families to check on their well being. Some children and families will also be contacted by telephone by the learning mentor
- For children in school fun activities are planned and social distancing is observed

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

12. Online safety

12.1 In school

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

Staff have spoken to children about online safety and reminders have been tweeted. Safety guidance from CEOP will be tweeted regularly

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing code of conduct and e-safety training. Staff are not to use zoom or live videos with children. Some staff members have chosen to pre record phonics lessons and story telling.

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

13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Through telephone calls with class teacher and learning mentor.

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. We are mindful that no undue expectations should be placed on children or their families, safety and mental health is an absolute priority.

14. Staff recruitment, training and induction

14.1 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.

14.2 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

14.4 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 electronic single central record (SCR) up to date.

We will record on paper

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

15. Children attending other settings

If 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 and disabilities co-ordinator (SENDSCO) 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 SENDSCO 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.

16. 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 on a 3 weekly basis by Caroline Andrews and Kate Hartill. At every review, it will be approved by the governing board.

17. Links with other policies

This policy links to the following policies and procedures:

- Child Protection and Safeguarding policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy