



Annex to Child Protection policy – version 1.6

Child protection during the COVID-19 measures

Context

This addendum applies from the start of the Spring term 2021. We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting 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.

It sets out changes to our normal child protection policy in light of COVID -19, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep this under review.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local or national lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who:

- Are assessed as being in need, including children:
- With a child protection plan
- With a child in need plan
- Looked after by the local authority
- Have an Education, Health and Care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children's social care services or being referred to children's services
 - Adopted children or children on a special guardianship order
 - Young carers
 - Those living in temporary accommodation
 - Those considered vulnerable by the school and/or LA including children who need attend to receive support or manage risks to their mental health

Version control and dissemination

This is version 1.6 of this annex. It will be reviewed by our DSL or a deputy DSL on a monthly basis or as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website here and is made available to staff by email

We will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSLs are and how staff and volunteers can to speak to them.

Safeguarding priority

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

Reporting concerns about children or staff

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection procedures and advise the DSL or DDSL of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our school policy.

Vulnerable Pupils

We will ensure that children with a social worker and children who have safeguarding concerns will be supported when they are learning from home. This will be in line with our Remote Learning Policy.

Increased vulnerability or risk

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home.

Our staff and volunteers will be aware of the mental health of children and their parents and carers and will contact the DSL or a deputy if they have any concerns. Where possible, we will continue to offer our current support for pupil mental health for all pupils. We will also signpost all pupils, parents/carers and staff to their resources to support good mental health at this time.

Roles and responsibilities

The roles and responsibilities for safeguarding in our school remain in line with our Child Protection Policy.

If possible, our DSL or at least one deputy DSL will be available on site during the school day. Where this is not possible, we will:

- have a trained DSL or deputy DSL available by phone and/or online video; or

- Where our DSL or a deputy DSL cannot be on site, then in addition to one of the above options we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site.
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The designated safeguarding lead (DSL) for child protection is Tracy Spragg

Contact details: email: tracyspragg@mpsplymouth.net 01752216160

The deputy designated lead(s) are Aaron West

Contact details: email: aaronwest@mpsplymouth.net 01752216160

Contact details: email: samhunter@mpsplymouth.net 01752216160

Working with other agencies

We will continue to work with children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. To do this we will ensure that the DSL, DDSL or a member of our inclusion team attend, all meetings arranged by any of our safeguarding partners, whether by conference call or video link. A record will be kept of any conference calls or video link made from a member of staff's home address and how that call ensured confidentiality in the home location.

Monitoring Attendance

We will resume taking our attendance register. We will also follow guidance from the Department of Education on how to record attendance and what data to submit.

Where a child is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. The DSL or a deputy will attempt to contact the parents through various methods, such as telephone, Google Meet or by contact a relative in the first instance. If contact cannot be made or if the DSL or a deputy DSL deems it necessary, we ask an appropriate agency to do so. We will notify their social worker, if they have one.

Peer on Peer Abuse

We recognise that children can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur between those children who do attend the school site during these measures.

Our staff will remain vigilant to the signs of peer-on-peer abuse and will follow the process set out in our Child Protection Policy.

Concerns about a staff member, supply teacher 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/ supply teachers/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 adults to the Disclosure and Barring Service (DBS)

We will continue to refer potential cases of teacher misconduct to the Teaching Regulations Agency. We will do this using the email [Misconduct.Teacher@education](mailto:Misconduct.Teacher@education.gov.uk) .gov.uk for the duration of the Covid-19 period in line with government guidance.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2019. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness

Staff training and induction

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children’s barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
- there are no safeguarding investigations into the conduct of that individual
- the individual remains suitable to work with children.

Online safety

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

Children and parents are reminded of our e- safety rules:

Remember to always follow our e-safety rules when you are doing any home learning that involves being online

Ask an adult's permission before going online.

If you see anything that upsets you tell a trusted adult.

Only talk to people you know when you are online.

*If you need help or are worried you can contact
Childline on 08001111*

Our staff will follow the process for online safety set out in our Child Protection Policy and the Staff Code of Conduct including reminding staff that they will not be interacting with children on line. All staff will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

Remote Learning

When recording stories or lesson from home, staff will need to assess any risks and take appropriate actions to minimise harm.

Staff should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.

Staff should always make sure that any learning platform, website links or Apps used are suitable for the children's age group. Staff will not use personal accounts and must check the privacy settings.

When organising any Google Meets with pupils, staff should:

- Be mindful that the principles of Keeping Children Safe in Education continue to apply at all times. Familiarise yourself with the revised arrangements outlined in the new addendum to Montpelier Primary School's Child Protection & Safeguarding Policy.
- Consider and apply the principles outlined in the Staff Code of Conduct and the Acceptable User policy which underpin the safety of children and staff working online.
- Apply the principles of data protection and ensure that you are safeguarding pupil's information particularly during online meetings.

For safeguarding purposes, all meetings should be recorded and parents informed that the meeting will be recorded. Contact should be made through school provide email addresses or Google Classroom.

Recordings will be automatically saved on the school's Google Drive.

Meetings should be conducted within the normal hours of the working day (8.30am - 5.30pm)

Only the staff must set up the meeting: staff do not join a meeting set up by a pupil

The purpose of a meeting is to facilitate pupil discussion and interaction

The location of the meeting should be considered. Staff should be in a neutral area where nothing personal or inappropriate can be seen or heard.

Staff will need to ensure that they make contact with the pupil's supervising adult at the start of the meeting so that they are aware that the meeting has started.

Ensure that professional standards are maintained at all times. For instance:

- ensure that you are dressed appropriately,
- the visual background of your workstation is as neutral as possible
- a classroom standard of behaviour is expected and practised by all participants.
- Other members of your household should not be present during these meetings (e.g another adult, not a staff member; your children)

Be prepared for the meeting; have a list of items you wish to discuss and work through the list. Make clear at the beginning the purpose of the meeting.

Always apply the principles set out in the Staff Code of Conduct.

Be clear and concise and ensure the child (and/or parent/carer) understands your questions.

Make notes of responses and any actions required as a result of the meeting.

If you think the child with whom you are communicating may be at risk or if you become aware of any safeguarding or other concerns, report immediately using the normal channels as detailed in the Child Protection and Safeguarding Policy and log your concern on CPOMS.

Plymouth Gateway Service can be contacted on 01752 668000; select Option 1 – Children's Services.

Alternatively, you can email the Plymouth Gateway Service at: gateway@plymouth.gov.uk.

You can also contact the NSPCC helpline on 0808 800 5000. If a child, young person or an adult is at immediate risk of harm, please contact 999.

Ensure that the pupils understand how to report any concerns that might arise when they are working online

New children at the school

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

Supporting children not in school

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. Details of that plan will be recorded on CPOMS for that child. It will be reviewed regularly to ensure it remains current during these measures.

Children at home

The school will maintain contact with children who are not yet returning to school. Staff will speak to pupils directly either through a Google Meet or a telephone conversation.

When contacting pupils we will:

- Staff will follow the staff code of conduct
- Use parents' or carers' email addresses or phone numbers alongside Google Classroom to communicate with children, unless this poses a safeguarding risk.
- Use school accounts to communicate via email or online platforms, never teachers' personal accounts.
- Phone calls will be made, where possible, from school during the working office time, and preferably in the administrative area of the school. This will ensure that family' contact details at home comply with the Data Protection Act 2018. All calls will automatically be recorded. A record of any phone call made from a member of staff's home location will be made. If staff use a personal phone they will withhold their personal number
- A brief summary of the conversation will be kept where there are safeguarding concerns and recorded on CPOMS

We will also tell children and parents where they can go if they are worried about anything or need to talk to someone while school is closed.

Childline and the NSPCC provides a range of online tools that young people might find helpful:

- *information about coronavirus*
- *Calm Zone – activities to help let go of stress*
- *games to help take your mind off things*
- *information and advice on a range of topics including feelings, relationships, family and schools*
- *peer support message boards - Childline Kids, our website for under 12s.*

Childline can also give confidential help and advice.

Calls to 0800 1111 are free or children can get support online.

Children returning to school

The DSL or DDSL will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.

Staff and volunteers will be alert to any new safeguarding concerns as they see the pupils in person. They will be aware of the possible effects that this period may have had on pupil's mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, oppositional or excessively clingy, to help identify where support may be needed.