Stanford Infant School

Child Protection and Safeguarding: COVID-19 Addendum

Approved by: Staff and Governors	Date: 02.04.2020
Last reviewed on:	19.01.2021
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Contents

Important Contacts

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Emma Remnant	emmaremnant@stanford-inf.brighton-hove.sch.uk 01273 555240 / 07733 337131
Deputy DSL	Madeleine Denyer	madeleinedenyer@stanford-inf.brighton-hove.sch.uk 01273 555240 / 07841747395
Designated Members of Senior Leadership Team if DSL (and Deputy) can't be on site	Kate Gray Charlotte Ingram Lesley Walker	kategray@stanford-inf.brighton-hove.sch.uk charlotteingram@stanford-inf.brighton-hove.sch.uk lesleywalker@stanford-inf.brighton-hove.sch.uk 01273 555240
Head Teacher	Madeleine Denyer	madeleinedenyer@stanford-inf.brighton-hove.sch.uk 01273 555240
Local Authority Designated Officer (LADO)	Darrel Clews	01273295643
Safeguarding Governor	Tess Gill	tessgill@stanford-inf.brighton-hove.sch.uk

1. Scope and Definitions

This addendum applies from the start of the spring term 2021. It reflects the latest advice from our three local safeguarding partners (Brighton and Hove Safeguarding Partnership; chaired by the Local Authority, Sussex Clinical Commissioning Groups and Sussex Police) and Local Authority (LA) Brighton and Hove.

It sets out changes to our normal child protection policy in light of coronavirus and the national lockdown currently in place, 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 or our local safeguarding partners may publish. We will keep it under review as set out in section 15 below.

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 the attendance restrictions during national lockdown, or if they need to self-isolate when they would otherwise still be attending.

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
- On the edge of receiving support from Children's Social Care Services or in the process of being referred
- Adopted or on a Special Guardianship Order
- At risk of becoming NEET ('not in employment, education or training')
- Living in Temporary Accommodation
- Young Carers
- Facing difficulty engaging with remote education at home (for example, due to a lack of devices or quiet space to study)
- In need of support for their mental health

2. Core Safeguarding Principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should 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 at school and those at home.

CPOMS continues to be available to all staff with remote access. If this cannot be accessed then staff are to report concerns immediately to DSL or DDSL and follow up verbal report with written report via email; this will then be added to CPOMS.

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.

If our DSL (or Deputy) cannot be in school, they can be contacted remotely, either by email or the School Office will contact them on their personal phone numbers:

Emma Remnant – emmaremnant@stanford-inf.brighton-hove.sch.uk

Madeleine Denyer – madeleinedenyer@stanford-inf.brighton-hove.sch.uk

On the rare occasion where there is no DSL or Deputy on site, a Senior Leader will take responsibility for co-ordinating safeguarding. This will be one of the Year Group Leaders, either Kate Gray, Charlotte Ingram or Lesley Walker. They can be contacted on 01273 555240.

The Senior Leader will be responsible for liaising with our 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

We will keep all school staff and volunteers informed by email as to who will be the DSL (or Deputy) on any given day, and how to contact them if it is not our DSL or deputy DSL.

5. Working with Other Agencies

We will continue to work with Children's Social Care, with Virtual School Heads for Looked-After and previously Looked-After Children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from our three local safeguarding partners.

The following guidance is currently in place:

6. Monitoring Attendance

We will continue to take our attendance register. We will follow guidance from the Department for Education on how to record attendance (including for children learning remotely) and what data to submit.

During the national lockdown, only vulnerable children and children of critical workers will attend school in person. Where any child we expect to attend school does not attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by contacting the parents or carers via phone in the first instance to ascertain reason behind absence. If contact cannot be made, an email will be sent.

- Notify their Social Worker, where they have one.

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, carried out through SchoolPing.

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.

8. 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 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. Contact Plans

We will have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child will have an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well, most likely the DSL and/or the class teacher
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We will agree these plans with children's social care where relevant, and will review them monthly or when necessary.

If we cannot make contact, we will contact children Social Care Services (FDFF / named Social Worker and/or the Police).

10. Safeguarding all Children

10.1 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 children's mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above

10.2 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home; or, if necessary, they will use personal phones but they will withhold their personal number.

Staff and volunteers 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 or video calls

11. Online Safety

11.1 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 access the wider IT support from the schools cluster group, or failing that Brighton and Hove School IT support, Brighton and Hove Council. http://www.beem.org.uk/Services/1684#

11.2 Outside School

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and IT Acceptable Use Policy.

All staff, families and children will communicate through the school email system /SchoolPing/Google Classroom. Communications for connections and remote learning, i.e. Zoom, are done through SchoolPing/Google Classroom/the School Website.

All staff are to consider the following when delivering online learning i.e.: Zoom/Google Classroom:

- All links to be sent via Google Classroom/the School Email System/SchoolPing.
- Switch the settings to have participants muted when joining the meeting.
- Ensure the host is in control of who can control the screen, save the video/chat content.
- Learn how to mute and unmute all participants, including video screens.
- Be conscious of background environments and others in the room.
- Remind users about respecting others.

- Please dress and talk appropriately.

The existing policies on social media are still applicable.

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 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.

All links are posted on the School Website's Online Safety Page, which is monitored by teaching staff and is secure. Communication will be sent to families via SchoolPing with regular updates from the wider Safeguarding Partnership, sharing information on how to keep children safe online as available.

12. Mental Health

If any child, parent or carer has concerns about mental health and wellbeing, they should contact Emma Remnant, Deputy Head, Inclusion Leader and DSL. The school will make sure children, parents and carers are aware of this.

12.1 Children in School

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including children being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

We will continue to offer support where possible from our School Counsellor and our Primary Mental Health worker as well as use resources to support mental health recommended by the Well-being Service.

12.2 Children at Home

Where possible, we will continue to offer our current support for children's mental health for all children. Our School Counsellor (Dialogue) and/or our Primary Mental Health Worker will contact parents/carers either directly or through school referral

offering the opportunity to talk to children or provide advice and support to parents and carers. Our Inclusion Leader and Learning Mentor will regularly be in contact with key children and their families via phone calls and or Zoom sessions.

We will also signpost all children, families and staff to other resources to support good mental health at this time, as recommended by the well-being service, and this information will be posted on the School's Website.

When setting expectations for children 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.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in Section 3 of this addendum.

13. Staff and Volunteer Recruitment

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.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who are not in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

14. 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 in line with the expectations of Keeping Children Safe in Education.

15. Monitoring Arrangements

This policy will be reviewed as guidance from the three Local Safeguarding Partners, the LA or DfE, is updated, and as a minimum every 4 weeks by Emma Remnant, Designated Safeguarding Lead. 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 and Safeguarding Policy
- Health and Safety Policy
- ICT Acceptable Use Policy

- Online Safety Policy
- Social Media Policy
- Staff Code of Conduct
- Whistleblowing Policy