'We can and we will'

GLEBE PRIMARY SCHOOL

Child Protection and Safeguarding: Covid 19 Addendum

From March 2021, children were able to return to school. However, we are aware that children may still need to self isolate and we need to prepare in case of a year group or school closure. For these circumstances, this addendum will apply. Unless covered here, our normal child protection policy continues to apply.

This addendum of Glebe's Safeguarding and Child Protection Policy contains details of our individual safeguarding arrangements in the following areas:

Contents

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL):	Mrs Melanie Penney Headteacher	01895 462 385 office@glebeprimary.org.uk
Deputy DSLs:	Jennifer Griffiths Katie Rhodes Deputies to Headteacher	01895 462 385 office@glebeprimary.org.uk
Other contactable DSLs:	Jerushia Connelly (SENCO) Clare Sheldon (Pastoral Support Worker)	01895 462 385 office@glebeprimary.org.uk
Local Authority Designated Officer (LADO)	Rob Wratten	01895 250975 07919115892 **rwratten@hillingdon.gov.uk**
	(deputy LADO) Hannah Ives	07753431285
Chair of Governors	John Buckingham	Contactable via the school office.

1. Scope and Definitions

This addendum applies during a period of school closure due to COVID-19, and reflects updated advice from our 3 local Safeguarding Partners. The Safeguarding Partners will be a team of key professionals from three sectors: the local authority; the clinical commissioning group for any area that falls under the local authority and the chief officer of police for any area that falls under the local authority. For more details, please see https://www.childprotectioncompany.com/CPC/news/general/who-are-the-3-safeguarding-partners/ for guidance.

This addendum 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.

2. Core Safeguarding Principles

We, the staff at Glebe School, 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

Where staff have a concern about a child, whether in school or online, they should continue to follow the process outlined in the school Safeguarding Policy, and contact a member of the safeguarding team immediately and without delay.

The person, who had this reported to them, will record this, and any actions taken, on CPOMS (Child Protection Online Management System) as usual.

Where staff are concerned about an adult working with children in the school, they should use a referral form to report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher. Concerns around the Headteacher should be directed to the Chair of Governors: John Buckingham.

4. DSL (and Deputy) Arrangements

We aim to have a trained DSL or another member of the safeguarding team 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 informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that all the members of the safeguarding team, wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, another member of the safeguarding team will take responsibility for co-ordinating safeguarding.

They will be responsible for liaising with the off-site DSL (or deputies) to make sure they (the members of the safeguarding team) 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 (LAC).

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

- Our 3 local safeguarding partners;
- The Local Authority (LA) about children with Education, Health and Care (EHC) plans, the Local Authority Designated Officer (LADO) and Children's Social Care (CSC), reporting mechanisms, referral thresholds and children in need;
- The Department For Education (DfE) and the Government.

6. Monitoring Attendance

As children are still attending school during a period of school closure, we will still be completing our usual attendance registers. However, we will not be following our usual procedures to follow up on non-attendance for those children we know are accessing Remote Learning.

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 calls to all contact numbers provided; then also text messages and email if necessary .
- Notify their social worker, if they have one, if no contact can be made with parents or carers.
- If no contact can be made with the family by the school or a social worker, the school DSL will inform the CSC and /or the police.

We will also be using the Department for Education's daily online attendance form, as well as through the school's normal system of using SIMS (School Information Management System**)** to keep an accurate record of who is attending school. We will therefore be reporting each day to the DfE the numbers of both adults and children within the setting.

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.

7. Peer-on-Peer Abuse

We will continue to follow the principles set out in Part 2 of Keeping Children Safe in Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf

when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

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.

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. Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan (CPP) and those who are Looked After Children (LAC) by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989. However, due to the current situation, the government have extended the term "vulnerable" and define these as set out in the document "Children of Critical Workers and vulnerable Children Who can Access Schools or Educational Settings". https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

"Vulnerable children and young people include those who:
- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan

- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health"

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and the safeguarding team) know who the most vulnerable children are and the families, of these children have been contacted and places at school given.

Glebe will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for Looked-After Children (LAC) and previously LAC.

There is an expectation that vulnerable children who have a social worker will attend an education setting so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Glebe will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Glebe or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Glebe will encourage our vulnerable children, and young people, to attend school.

9. Safeguarding for 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 particular, children are likely to be spending more time online (see section 11 below).

9.1 Children returning to school

The DSL (and members of the safeguarding team) 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.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

The procedures from the original safeguarding policy will now apply to safeguard these pupils.

9.2 Children at home

The school will maintain contact with children who are not yet returning to school. Staff will try to speak to parents at home to help identify any concerns and if appropriate, to the children themselves. 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.

10. Online safety

10.1 Online safety in school

Glebe will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

10.2 Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and, where appropriate, referrals should still be made to Children's Social Care and as required, the police.

Online teaching should follow the same principles as set out in the Glebe code of conduct.

Glebe will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, or posting videos, especially where webcams are involved:

- All videos will be pre-recorded;
- Staff need to be aware of their surroundings, when filming, and choosing an appropriate area of the living space e.g not the bedroom, if filming at home and where possible film videos at school;
- Where possible, if filming from home the background should be blurred out so that personal affects are not shown on camera;
- Staff and children must wear suitable clothing, as should anyone else in the household who is in a video or photograph sent in to the school;
- Any learning device, for the children, should be used in shared areas;
- Language must be professional and appropriate, including any family members in the background;
- Messaging should only take place through Class Dojo;
- Videos and resources shared by staff should not be recorded in anyway by parents nor should they be critiqued or shared on any social media platform;

- Staff must only use Class Dojo to communicate with pupils.

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 that children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

10.3 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.

11. Mental Health

11.1 Children returning to 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 pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Class teachers will speak individually to each child in their "bubble" and will run Personal, Social and Health education lessons, focussing on: hygiene, change, anger, loneliness, physical health sadness, grief, mental well-being and transition. The pastoral support worker will help teachers to plan and resources lessons and will also be working with children individually if and when needed.

11.2 Children at home

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 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.

12. Staff Recruitment, Training and Induction

12.1 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.

Although we are not accepting volunteers within the school at the present time, if this changes 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.

12.2 Safeguarding training and induction & recruitment of staff

Any Safeguarding training, delivered by the London Grid For Learning (LGFL) will be done virtually.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. However, all DSLs were trained in last academic year and, therefore, all training is currently up to date.

All existing school staff have had safeguarding training and have read parts 1-5 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Glebe, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check;
- there are no known concerns about the individual's suitability to work with children;
- there is no ongoing disciplinary investigation relating to that individual.

Upon arrival, they will be given:

- A safeguarding induction;
- A copy of our Children Protection Policy (and this addendum);
- Keeping Children Safe in Education parts 1-5.

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.

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, Glebe will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

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.

If Glebe utilises volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Glebe will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Glebe will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing:
Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Glebe will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

12.3 Keeping records of who's on site

We will keep a record of which staff are on site each day.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'.
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere.

13. 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 (CIN) plan, Child Protection Plan or Personal Education Plan;
- Details of the child's Social Worker;
- Details of the Virtual School Head.

Where the DSL, cannot share this information, the members of the safeguarding team, 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.

Where children are temporarily required to attend Glebe and come from another setting, the Glebe DSL will make every effort to acquire information about the children as listed above.

14. Monitoring Arrangements

This addendum will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3 weeks by the Headteacher or by the deputies. At every review, it will be approved by the full governing board.

15. Links With Other Policies

This policy links to the following policies and procedures:

- Child Protection policy;
- Staff [Behaviour policy & Addendum/code of conduct];
- Parental Code of Conduct;
- Health and safety policy;
- E-Safety Policy;
- GDPR policy;
- Whistleblowing policy;
- Allegation of abuse from staff.

Reviewed: March 2021

Amended: September 2021