Newsome High School
Child protection and safeguarding: COVID-19 addendum

Date created	March 2020
Prepared by	J Hinchliffe & Kirklees Local Authority
Ratified by	Governing Body

Next Review date	October 2020
Last Reviewed	September 2020
Reviewed by	J Hinchliffe and D Watkin

School	Newsome High School
Headteacher	Mr D Watkin

CONTEXT

From 20th March 2020 parents/carers were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - **who absolutely need to attend.**

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Newsome High School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in this unprecedented time.

Safeguarding Emergency Contact Numbers	
DSL Contact	07464841784 (Mr J Hinchliffe)
DDSL Contact 1	07808342516 (Mrs J Robinson)
DDSL Contact 2	07834516808 (Mrs G Wood)

Contents

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice.

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.

Reporting concerns is still done in the exact same way as outlined in our policy. The only difference during this period of time is that staff have 3 contact numbers (DSL and both deputies) that can be used 24hrs a day to report any concerns rather than informing a member of the safeguarding team in person. Any concerns that the team has will be managed in conjunction with the LA.

All key staff will 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 and/or on call wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are. At least one member of the team will be available and working remotely each school day including the school holidays (Easter).

On occasions where there is no DSL or deputy on site, a Senior Leader will take responsibility for coordinating safeguarding. You can still contact the safeguarding team by calling the numbers at the top of this document.

The Senior Leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they 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.

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

- The Government

- The Department for Education

- 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

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:

- Follow up on their absence with their parents or carers, by telephone, email and/or an adapted home visit **[Please see appendix 1 - Home visits during COVID19]**

- 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.

All those classed as vulnerable will be contacted every other day by a member of the safeguarding team to check in and support with any E-learning complications (if necessary).

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 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. This is done by contacting and reporting all concerns to the DSL and/or Deputies.

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 Local Authority during 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 on an individual basis as and when concerns arise. If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 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

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact
- How we will track their engagement

We have agreed these plans with children's social care where relevant, and we will continue to review them.

If we can't make contact, we will liaise with other professionals, carry out adapted home visits or contact children's social care and/or the police.

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

10.3 Safeguarding for hearing impaired children while at home

We recognise that for hearing impaired children who have British Sign Language (BSL) as a first

language or as a key part of their communication the school closure will significantly reduce their

opportunity to communicate fluently with other people. Families may not sign or may have limited sign.

Over time this may impact upon the hearing impaired child's mental health and wellbeing. For this

reason school allows the use of Google Hangouts for students to communicate with key staff in BSL. The

use of Google Hangouts is subject to firm guidelines (see Appendix 3).

11. Online safety

11.1 In school

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

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing code of conduct.

[An additional document has been created to assist the original (Appendix 2) labelled E-Learning Guidance for Staff.]

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 through our e-learning platform (Google Classroom), including what sites they will be using and who they will be interacting with from our school (if not their normal class teacher)
- 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

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Our trained counselor (and DDSL) will contact those that are considered vulnerable to check in and support.

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.

13. Staff recruitment, training and induction

13.1 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.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 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

13.4 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 single central record up to date.

14. 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 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 SENCO 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.

15. Monitoring arrangements

This policy will be reviewed frequently due to the fluid and rapid changes related with COVID19. This will be done in accordance with the LA or the DfE. At every review, it will be approved by the governing body.

16. Links with other policies

This policy links to the following policies and procedures:

● Child protection policy

● Code of conduct policy

● Health and safety policy

● Online safety policy

Appendices

Appendix 1 - Home visits for Staff

HOME VISITS DURING COVID19
KEY GUIDANCE & EXPECTATIONS OF NEWSOME HIGH SCHOOL STAFF

How can teachers minimise risk when carrying out home visits?
As a member of staff you should:

1. Only carry out a home visit as a last resort.
2. Ensure you have tried other forms of communication prior to carrying out a home visit (telephone, email, e-learning, contact other professionals).
3. Log all previous attempts on the school internal tracker and CPOMS.
4. Get authorisation from the DSL for any home visit.
5. Take your work badge as a form of identity.
6. Wear the correct PPE outlined by the government.
7. Adhere to government legislation with regards to social distancing.
8. Ensure you have a member of the Senior Leadership Team on a live video call to support and supervise the visit (this must be active from exiting the car and not end until the member of staff carrying out the visit is back in their car and ready for transit).
9. Adhere and stick to the introductory script below:
   "Hi there, it is Mr/Mrs/Miss/Ms X from Newsome High school, I have got Mr/Mrs/Miss/Ms Y on a video call. We are just wanting to do a welfare check and check that everyone is ok as we have struggled to make contact with you. Can you please ask Student Z to make themselves visible".

10. Terminate the meeting immediately if the video call does not work or terminate midway through and immediately contact the SLT link via telephone call to confirm all is ok and the staff member is safe.

11. Create detailed notes of visit and log on CPOMS as soon as possible (always ensure the member of staff via video link is included in this log).

12. Make other professionals involved with the family or student aware of your visit and update them on any outcomes.

13. Visit as a very last resort where households are self isolating due to the current climate. This would be done in line with LA advice. The expectation is that the family would not open the door to the visiting staff member and evidence of welfare would be seen via the most appropriate sealed window.

14. Not carry out a visit under any circumstances if they are presenting or have presented with symptoms in the days/date ranges outlined by the government.

15. Not enter a household or property under any circumstances during the COVID19 period. If there is an emergency you are to call 999 immediately. This may include liaising with the member of SLT on the video link to manage the incident and/or terminating the call to speak with the relevant authorities. Contact would then be made with the SLT link at the earliest opportunity.

Appendix 2 - E-Learning Guidance for Staff

E-LEARNING GUIDANCE FOR STAFF
KEY GUIDANCE & EXPECTATIONS OF NEWSOME HIGH SCHOOL STAFF

How can teachers minimise risk when using electronic communication and social networking?
As a teacher you should:

1. always maintain a formal and courteous and professional tone in communicating with pupils and ensure that professional boundaries are maintained;

2. only use official channels of communication e.g. work email addresses and be aware of and comply with employer's policies and guidance;

3. not exchange private text, phone numbers, personal email addresses or photos of a personal nature with pupils;

4. firmly decline student-initiated 'friend' requests from pupils and do not instigate any yourself. Use your own discretion when dealing with friend requests from parents. It is acceptable to decline these invitations and remind parents of more formal channels which they can discuss their child's education;

5. operate online in a way in which would not call into question your position as a professional;

6. realise that pupils will be naturally curious about your personal life outside school and may try to find out more about you.

7. Manage your privacy setting and keep them under review. These are particularly important in regard to photos, and remember that no privacy mechanism is 100% guaranteed;
8. ensure your settings prohibit others from tagging you in any photos or updates without your permission and you can ask others to remove any undesirable content related to you;
9. audit and re-evaluate the information about you and who has access to it if you are entering a programme of teacher education, or your Teacher Induction Period;
10. be aware that potential employers may try and view your online social media profiles;
11. consider that conversations held online may not be private. Be aware of who may have access to what you post;
12. assume that information you post can be accessed and altered;
13. not discuss pupils, colleagues, parents or carers online or criticise your employer or others within the school community;
14. respect pupil privacy and confidentiality at all times;
15. use strong passwords and change them regularly. Protect your mobile phone/smart phone/tablet computer with a PIN, especially when in school to protect access to its content and potential misuse;
16. bring the matter to the attention of your employer using the proper procedures, if you are the victim of cyberbullying or uncomfortable with comments, photos or posts made by pupils of or about you.

How can teachers minimise risk for their pupils when using electronic communication and social networking?
As a teacher you should:
1. report the matter to your manager and the safeguarding team using the appropriate procedures if you come across or are made aware of inappropriate use of electronic communication or social networking by a pupil or concerning a pupil.
2. alert your pupils to and encourage them to use appropriate and safe online behavior;
3. be aware of and comply with your employer's rules and policy in regard to taking and sharing photos of children.

In Conclusion Before posting materials online stop and ask yourself:
1. Might it reflect poorly on you, your school, employer or the teaching profession?
2. Is your intention to post this material driven by personal reasons or professional reasons?
3. Are you confident that the comment or other media in question, if accessed by others, (colleagues, parents etc) would be considered reasonable and appropriate?

Appendix 3 - E-Learning Guidance for Staff

GOOGLE HANGOUTS FOR HI STAFF
KEY GUIDANCE & EXPECTATIONS OF NEWSOME HIGH SCHOOL STAFF (HI)

Google Hangouts will be used only for teaching BSL at pre arranged times and a log of all calls will be kept and passed to the DSL. This will give students the opportunity to communicate with staff in BSL. We recognise the importance of conversing with trusted staff in their first language to support mental health and wellbeing.

As a member of staff you should:

1. BSL lessons through Google Hangouts should only take place midweek, within normal working hours and at a time that has been pre-arranged by the staff member and the parent of the student.

2. There must be two members of Newsome staff present during the call. The parent must also be present throughout.

3. Establish a serious and professional manner when using Google Hangouts. Reiterate to students and their parents that video calling apps are for lessons only and not for other contact.

4. Dress as you would when teaching face to face. Consider the background that your students will see, and carry out a video check from your camera to see what is visible. Lessons will be taught with a neutral background, mess will be minimised and there will not be anything personal or inappropriate on display. Ensure that nothing can be heard in the background. Both the teacher and student should choose a room in the house that is less personal, bedrooms are not appropriate, doors should be open.

5. Staff may also have a personal Google account. Only teacher's school Google accounts should be used for Google Hangouts.

6. Students will not wear excessively informal attire. If this happens and students do not correct this, the call will be terminated and the reason for this communicated to the student and parents.

7. The school's behaviour policy applies at all times and Classcharts will be used in the same way as in face to face lessons. If a student behaves inappropriately, action will be taken accordingly.

8. The school's safeguarding policy applies throughout any communication via Google Hangouts. Staff should remind the students of the designated safeguarding lead and deputy prior to using the app.

9. The staff member using Google Hangouts should keep a note of any contact numbers they need while the school is closed, for example, the telephone number of the Designated Safeguarding Lead.

10. Privacy settings will be set centrally and customised so that students can only be contacted by teachers that have their email address.

11. Settings will not be changed to allow recordings of Google Hangout conversations. Recording lessons is not advisable because of the risk of personal data/images being held indefinitely.

12. The staff member using Google Hangouts will keep a log of all lessons taught including the date, start and finish time.