



ST PETER'S

PREPARATORY SCHOOL

Child protection and safeguarding: COVID-19 addendum

2nd April 2020

Approved by: *Charlotte P Jones*.

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Important Contacts:

The Designated Safeguarding Lead (DSL) is Claire Wellington-Smith (SLT)

Contact details: claire.smith@stpetersprepschool.co.uk

Telephone: 01395 272148 ext 369

The deputy DSL is Rob Parker

Contact details: rob.parker@stpetersprepschool.co.uk

Telephone: 01395 272148

The Headteacher (and Deputy DSL) is Charlotte Johnston (SLT)

Contact details: head@stpetersprepschool.co.uk

Telephone: 01395 272148

The Proprietor and Board of Reference representative is Jon Middleton

Contact details: jon.middleton@splfinance.co.uk

Telephone: 01395 272148

One of these members of staff will be available at all times through the school closure while remote learning is taking place.

Senior Leadership Team:

Lucy Ball (Deputy Head Teacher)

Contact details: lucy.ball@stpetersprepschool.co.uk

Telephone: 01395 272148

Kate Hurley (Assistant Head Teacher)

Contact details: kate.hurley@stpetersprepschool.co.uk

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Rachel Elliott (Director of Admissions & Marketing)

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1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 2 local safeguarding partners Devon Children and Families Partnership and Babcock LDP and local authority (LA) Devon County Council.

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. The school's Child Protection and Safeguarding policy remains the same on reporting concerns at this time.

You can contact any of the safeguarding team via email or by calling the school office number which is manned during school opening hours.

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) can't be in school, they can be contacted remotely by their emails listed above or calling the school office in school opening hours.

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.

We will ensure that DSLs (and deputies), 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 coordinating safeguarding. This will be Lucy Ball (Deputy Head) or Kate Hurley (Assistant Head). You can contact them by calling the school office.

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.

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

- Our 2 local safeguarding partners and
- 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 phoning them
- 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.

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. We will call parents to obtain these.

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.

If staff have concerns over peer on peer abuse they will report it as set out in the school's Child Protection and Safeguarding Policy. They will, however, speak to a member of the DSL team or Senior Leadership Team SLT team over the phone and log it all via email. Unless unwell, all members of the SLT will be available either on site or working from home.

If a parent has a concern that peer on peer abuse is taking place between children while remote learning is taking place, they must contact a member of the DSL team or SLT directly through the school office or via email.

Any investigations required will be done via phone or video link with another member of staff present.

School will offer support to victims and perpetrators in an agreed format as discussed with parents. Any support done via video link will have 2 members of staff involved.

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. If you have a concern, then please contact Charlotte Johnston (Head) directly. If not available on site, she will be available via phone and email. If Mrs Johnston is unwell, please contact Mr Jon Middleton or Mrs Lucy Ball.

The local authority designated officer can also be contacted directly:

Name of the Local Authority Designated Officer: Carola Salvadori / Jane Parmenter / Rosie Geis

Contact Number of the LADO: 01392 384964

Contact Email for the LADO: ladosecure-mailbox@devon.gcsx.gov.uk

Any investigations that are required will be done via phone, email or video link with another member of the DSL team present.

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 about whom we have safeguarding concerns. We will work with parents/carers to do this. These children might be, for example, children who have previously had a social worker, or who haven't met the threshold for a referral but where we have concerns and are currently supporting. This could also be families who are involved with the Early Help team.

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 arrangements

We have contact arrangements for children with a social worker and children about whom we have safeguarding concerns, 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
- Any personalised agreed arrangements made for that child

We have agreed these plans with children's social care, where relevant, and will review them every 2 weeks.

If we can't make contact, we will contact children's social care, the MASH team, Early Help or the EWO 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).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. All our policies remain the same.

IT staff are usually available and, if not on site, then by phone and email.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing [e-Safety](#), [ICT Use](#), [Taking, Storing and Using Images of Children](#), and [Social Media](#) Policies as well as the [Staff Code of Conduct](#).

All expectations regarding staff acceptable use of technology, staff/pupil relationships and communication, including the use of social media, are outlined in our [Remote Schooling Policy](#), but the most relevant details are included below:

Use of video clips and other multimedia

As part of day to day teaching, many teachers utilise videos and sound clips to support and enhance their teaching opportunities. Remote schooling is no exception. In order to protect pupils from accessing inappropriate materials online, teaching staff should ensure that videos are suitable for pupil viewing. When using YouTube, they should ensure they have approved the video so that parents of pupils logged on through the St Peter's domain can be confident the video has been vetted.

Where possible, staff will endeavour to use resources from approved education resources that pupils are familiar with (Espresso / BBC bitesize etc.).

Use of teacher made videos

As is good teaching practice, teachers may wish to make use of demonstration and modelling in order to teach and explain specific concepts to aid pupil learning.

This may be in the form of a staff member speaking directly to a camera or showing a process on a computer screen.

In both scenarios, staff are reminded to make reference to the staff code of conduct and ensure their behaviour is in line with this.

Additionally, they should ensure they are dressed appropriately, and they select an appropriate location for the filming location (not a bedroom or a location where other 'unvetted adults' are in shot).

Use of instant messaging (chats) for communication

Without face to face communication, remote schooling lacks a facility for immediate conversation; in the manner with which a teacher may help a pupil whilst they are working in a classroom. The use of instant messaging provides this; and Google provides the 'Google Hangouts and Chat ' facility which fulfils this brief. It could, however, also leave both the pupil and staff member vulnerable to misuse, inappropriate conduct, and allegations of inappropriate conduct.

St Peter's takes its responsibilities to safeguard its pupils very seriously and so it is for this reason that St Peter's Policy on the use of Google Hangout and Google Chat is the following:

- Google Hangouts and Google Chats are configured so that only pupils and staff from within the school domain can gain access to 'chats' that are set up
- There should be no 1:1 communication between pupil and a staff member on Google Hangouts or Google Chats
- There should be no 1:1 communication between pupil and pupil on Google Hangouts or Google Chats
- Staff members should instead speak with small groups of pupils only; in the manner they may in a realtime classroom.
- Where 1:1 communication is required, email should be used so that the message is traceable; and, where possible, another member of staff should be copied in. Alternatively a telephone call may be made.

Use of video conferencing for communication

Remote schooling lacks the facility for face to face conversation that regular schooling offers.

Google offers the 'Google Meet' facility that offers video conferencing for up to 250 people. This can be utilised for a number of purposes: assemblies, lesson demonstrations and group discussions to name just a few. We may also utilise video meets through Zoom, ensuring all meeting security settings are utilised.

As with online chats, however, this can also leave both a pupil and a staff member vulnerable to misuse, inappropriate conduct and allegations of inappropriate conduct.

St Peter's takes its responsibilities to safeguard its pupils very seriously and so it is for this reason that St Peter's Policy on the use of Google Meets or Zoom in the following:

- The video conference is configured so that only pupils and staff from within the school domain can gain access or are sent the access link.
- When using Zoom, a teacher/ pupils are not expected to create Zoom accounts.
- A teacher creates an account using their Google St Peter's login.
- A teacher 'hosts' a meeting and posts the Zoom password and link to the children via Google Classroom so that direct emails are not used.
- Staff will be asked to sign a remote teaching agreement (appendix i)
- Parents will be asked to sign a consent form to allow their child to participate in video conferencing (appendix iii)

- Pupils will be asked to sign a 'Remote school learning agreement' (See appendix ii below) to support the Schools ICT Acceptable Use policy and ensure they behave appropriately online.
- Pupils without parent consent will not be able to participate in live video conferencing activities
- There must be no 1:1 Staff:Pupil video conferencing
- St Peter's will facilitate Peripatetic Music and SEN staff to work 1:1 with pupils through the St Peter's domain but a parent must initiate the call and be present.
- Peripatetic teachers who work with St Peter's children will be given a St Peter's google account to access Google Meets or Zoom through the St Peter's domain in the same way as St Peter's teaching staff. They should not use any other platforms to video call St Peter's pupils. They should not make alternative arrangements with parents to video call St Peter's pupils in a manner which does not comply with this policy.

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. This is all outlined in our remote learning policy (Pupil Expectations appendix)

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:
 - Email/phone school directly
 - NSPCC online safety website
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
 - BBC website:
<https://www.bbc.co.uk/usingthebbc/privacy/keeping-my-children-safe-online/>

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

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 'sight of original 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

The Head or delegated staff 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 and use this to record:

- Everyone working or volunteering in our school
- In the event that we have any staff 'on loan' from other settings we would ensure a letter of assurance has been received to ensure necessary vetting checks have been carried out
- Risk assessments carried out on staff and volunteers 'on loan'

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, including a letter of assurance regarding vetting checks that have been carried out by staff onsite.

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 as guidance from the 2 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks by Claire Wellington-Smith. At every review, it will be approved by the Senior Leadership Team.

16. Links with other policies

This policy links to the following policies and procedures:

- Child Protection and Safeguarding policy
- Staff Code of Conduct
- ICT acceptable use policy
- e-Safety Policy
- Social Media Policy
- Taking, Using and Storing Images of Children Policy
- Health and safety policy
- Remote Schooling Policy
- Whistleblowing Policy
- Anti-bullying Policy