



Safeguarding and Student Protection Policy: Covid-19 Addendum

This addendum to the Safeguarding and Student Protection Policy was approved at meeting No 7. of the Governing Board on:

14 May, 2020

(Policy to be reviewed annually).

Next review date – Board meeting No 9. 9 July, 2020

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Martin Doyle	<i>Haringey Local Authority holds the headteacher's contact details. All other contact details below have been circulated around all school staff.</i>
Deputy DSL	Dawn Woodcock	
Other contactable DSL(s) and/or deputy DSL(s):	James Foster	
Designated member of senior leadership team if DSL (and deputy) can't be on site	Nigel Cushion	
Headteacher	Martin Doyle	<i>See above</i>

ROLE	NAME	CONTACT DETAILS
Local authority designated officer (LADO)		020 8489 2968 LADO@haringey.gov.uk
Chair of governors	Kirstie Watkins	

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19.

It sets out changes to our standing Safeguarding and Student 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 standing Student Protection Policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable student' includes those who:

- Have a social worker, including student:
 - With a student 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 Student Safe in Education, September 2019](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of students come first
- If anyone has a safeguarding concern about any student, 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 student
- Students need to 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 student immediately. It is still vitally important to do this, both for student still attending school and those at home.

As a reminder, all staff should continue to work with and support student's social workers, where they have one, to help protect vulnerable students.

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 a staff member has a concern and they are on site, they should immediately speak to either Martin Doyle (DSL) or Dawn Woodcock (deputy DSL). If neither Dawn nor Martin are available, the staff member should speak to Nigel Cushion.

If a staff member is working from home, they should phone either Martin Doyle or Dawn Woodcock on the phone numbers detailed above.

The DSLs on site will be written on the board in the morning for staff who are working in school on that day.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable student in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Nigel Cushion.

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 students in school
- Update and manage access to students' child protection files, where necessary
- Liaise with student's social workers where they need access to children in need (CiN) and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with social care services and with virtual school heads for looked-after and previously looked-after student.

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

- The local authority about students with education, health and care (EHC) plans, the local authority designated officer and social care, reporting mechanisms, referral thresholds and CiN students.

6. Monitoring attendance

As most students 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 student 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 home to query the student's absence.
- 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.

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 student attending school and those at home.

If a staff member has a concern about peer-on-peer abuse, either in school or online, they should contact the DSL or the Deputy DSL.

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 – whether those concerns are about staff/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 have contact plans for all student in the school. Class teachers are responsible for completing their home contact weekly and sending the information to the appropriate member of the Leadership Team.

Teachers from Team 1 will send their information about home contacts to Martin Doyle.

Teachers from Team 2 will send their information about home contacts to Nigel Cushion, copying in Martin Doyle.

Teachers from Team 3 and Team 4 and Team 5 (the Learning Centre) will send their information about home contacts to Dawn Woodcock, copying in Martin Doyle.

- Contact will be made a minimum of once a week.
- Class teachers will make contact with parents or carers of students in their class.
- Staff will initially phone to make contact but may move their contact to the messaging service on the Class Dojo platform.
- If we can't make contact, we have a variety of different paths to pursue and these will depend on the DSLs knowledge of the situation and context. We may make DCT (social services) aware; we may write a letter, which will be delivered to the home to reinstate contact; we may text the family, if this is a preferred method of contact. If there was prolonged period where we were unable to make contact, we would inform social services and possibly, in cases of extreme concern, the police.

10. Safeguarding all students

Staff and volunteers are aware that this difficult time potentially puts all students at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on students' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For student at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from student or families
- Parents reporting concerns on weekly phone calls or via contact on Class Dojo

Student are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support students' mental health.

11. Online safety

11.1 In school

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

If there are any concerns about staff or student online safety, staff should contact Martin Doyle or Dawn Woodcock in the first instance. They will then investigate and involve the ICT team where necessary.

Carlos Montes, the network manager, is also available via email.

11.2 Outside school

Where staff are interacting with students online, they will continue to follow our existing guidelines for staff conduct.

Staff should use 141 before phoning parents in order to protect their personal phone number.

If they are speaking to students on this phone call, they should ensure that parents are still in the room when they are speaking to the student.

Class Dojo should be the only form of online contact. Parents will provide their email addresses and then sign up to Class Dojo. The messaging function of Class Dojo is a method for staff to communicate online with parents and through parents, students.

Teaching staff can post information on the Class Story section to communicate with their class. Parents can post work and photos from students in response to work set by the class teacher.

The class teacher must then review this work in order to check that it is appropriate before confirming the post.

No other forms of communication should take place.

Staff should not allow parents access to personal emails, phone numbers or any other contact information.

Staff will continue to be alert to signs that a student 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 students that in the case of students who have the capacity know how to report any concerns that 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 students online and the importance of staying safe online
- Know what our school is asking a student 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 students safe online

12. Mental health

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

Our therapy services will be moving online and our therapists will make contact with students using an appropriate online platform and with parental consent.

We will also signpost all students, parents and staff to other resources to support good mental health at this time.

When setting expectations for students' learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both student'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 student.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Student 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 any 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 student protection policy (and this addendum)
- Keeping Student 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 Safeguarding and 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.

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

14. Students attending other settings

Where student are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and student protection information.

Wherever possible, our DSLs will share, as applicable:

- The reason(s) why the student is considered vulnerable and any arrangements in place to support them
- The student's EHC plan, student in need plan, student protection plan or personal education plan
- Details of the student's social worker
- Details of the virtual school head

Where the DSL can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the student 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 LA or DfE is updated, and as a minimum every month while the Coronavirus crisis is ongoing. The policy will be reviewed by the Full Governing Board, where this is possible but if no meeting is scheduled, it will be reviewed with the Chair of Governors and sent to the Full Governing Board for their information.

16. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Health and safety policy
- E-Safety Policy