

APPENDIX 10

KEY CORONAVIRUS (COVID-19) RELATED CHANGES

Version Control

Policy author: Chris Gibson

Policy approved by: Trust Board

Next policy review date: July 2020

Version	Date	Details
1.0	April 2020	Appendix written
2.0	May 2020	Updated protocols for live online lessons

Context

From 23rd March 2020, parents/carers were asked to keep their children at home, wherever possible. 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 appendix of the 'Safeguarding (including Child Protection) policy' contains details of our individual safeguarding arrangements in the following areas:

Key Contacts

Role	Name
Designated Safeguarding Lead	Chris Gibson
Deputy Designated Safeguarding Lead(s)	James Wilkinson Jo Thomas Stacy Bott Lindsey Bates Sue Willis Sarah Gilday
Associate Headteacher	Jamie Butler
SENCO	Stacy Bott

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 and those who are looked after 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.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents/carers, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

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 deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The school 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 and previously looked-after children. The lead person for this will be: **Chris Gibson**. Looked-after and previously looked-after children are currently remaining within their home as per the advice of Worcestershire Social Care which is that 'foster carers have a responsibility to look after a LAC during this time as their main responsibility'.

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/carer does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent/carer.

Where parents/carers are concerned about the risk of the child contracting COVID-19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. The school will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The school and social workers will agree with parents/carers whether children in need should be attending school. The school will then follow up on any student that they were expecting to attend, who does not. The school will also follow up with any parent/carer who has arranged care for their child(ren) and they subsequently do not attend.

To support the above, the school will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker.

Designated Safeguarding Lead

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone.

The DSL is available on 07399 281324 and the number has been shared via letter with all parents/carers, to allow any concerns of a safeguarding nature to be immediately reported during school hours. Deputy DSLs are accessing CPOMS daily to ensure any reports from staff are dealt with, and contact made with families of vulnerable students is recorded. A document containing useful numbers and links has been sent to all parents/carers for signposting to include mental health difficulties, e-safety and online safety, bullying including cyber bullying and advice on dangerous drug networks and county lines.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system (CPOMS), liaising with the offsite DSL (or deputy) and, as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments.

Staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them. Chris Gibson will be contactable on 07399 281324.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school's 'Safeguarding (including Child Protection) policy' and this includes making a report via CPOMS.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus.

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.

All staff had safeguarding training in October 2019 or as part of their induction. Staff have read part 1 of Keeping Children Safe in Education (2019) (KCSIE). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

If staff are deployed from another education or children's workforce setting to King Charles I 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 copy of the receiving setting's child protection policy, confirmation of local processes and 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, the school will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of 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.

Where the school are utilising 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.

The school 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.

The school 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, the school keeps the single central record (SCR) up to date as outlined in paragraphs 148 to 156 of KCSIE.

Online safety in schools

The school 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.

Children and online safety away from school

As with all schools, we are doing what we reasonably can to keep all of our children safe. The majority of children are not physically attending school. It is important that all staff who interact with children, including online, continue to look out for signs that indicate a child may be at risk. Any such concerns are dealt with as per our child protection policy and where appropriate referrals will be made to children's social care and as required the police. An essential part of online safety will be ensuring children have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school, and through the recommended links shared already, we also signpost children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse.

Where we are in regular contact with parents/carers, those communications are used to reinforce the importance of children being safe online. It is especially important for parents/carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting with online.

Parents/Carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In their communications with parents/carers, we emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents/carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents/carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents/carers to keep their children safe online
- [Net-aware](#) - for support for parents/careers from the NSPCC
- [Parent info](#) - for support for parents/carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents/carers

Online teaching should follow the same principles as set out in the School's code of conduct. The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

The school has the following protocols to safeguard the staff and students when delivering and participating in live online lessons.

- Parents/carers will be made aware of the times and dates of the online lesson
- Students and parents/carers will have to sign to agree the 'student live online learning code of conduct agreement' form to permit the use of virtual lessons

- The school expects appropriate boundaries to be set and for staff and students to maintain the same professional standards as they would at school. This includes wearing suitable clothing, as should anyone else in the household.
- The school expects live online lessons to be hosted from the school premises. If this is not possible, the staff member's computer should be located in an appropriate area, for example not in a bedroom, and ensure the background blurring/replacement facility has been used.
- Live online lessons should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- The school expects staff to be mindful of what is on their desktop/screen when screen sharing or displaying a file.
- The school expects that all language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by the school to communicate with students (MS Teams).
- Staff should not use a personal account to communicate with the students on any platform.
- Staff are not to share personal information such as private email addresses, phone numbers etc.
- The school expects that staff and/or students should not invite other people from outside the network onto the platform for an online lesson.
- Staff will record the length, time, date and attendance of any sessions held.
- Staff will record the lesson and save on the shared area in the online lessons folder.
- Staff will never make inappropriate jokes or comments online.
- Where possible, staff will invite another member of staff to the online lesson for monitoring purposes.

Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its students.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that student. Details of this plan must be recorded, as should a record of all contact with that student or relevant parent/carer.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages. The school recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at the school need to be aware of this in setting expectations of students' work when they are at home.

The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded, when appropriate.

Children moving schools and establishments

Currently we are not working within a Hub and therefore have no young people having to be supported in another setting.

In preparation of students (Year 11/13) leaving King Charles I School, we will do whatever we reasonably can to provide the receiving institution with any relevant welfare and child protection

information. Also in preparation for students joining us in September (Year 6) we will ask primary schools to endeavour to provide essential information too. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving school should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving school should, as appropriate, have access to a vulnerable child's EHC plan/child in need plan/child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators for children with EHC plans.

Supporting children in school

The school is committed to ensuring the safety and wellbeing of all its students and will continue to be a safe space for all children to attend and flourish. The associate headteacher will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

The school will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on My Concern when appropriate.

Peer on Peer Abuse

The school recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the 'Safeguarding (including Child Protection) policy'.

The school will listen and work with the student, parents/carers and any multiagency partner required ensuring the safety and security of that student. Concerns and actions must be recorded, and appropriate referrals made.

Social Distancing

All staff and students working in school will observe the Government guidelines on social distancing. Currently these are:

- Only go outside for food, health reasons or work (but only if you cannot work from home)
- If you go out, stay 2 metres (6ft) away from other people at all times
- Wash your hands regularly.