Inspire Partnership Academy Trust

COVID-19 school arrangements for Safeguarding and Child Protection
(to be read in conjunction with the Safeguarding and Child Protection Policy)

Woodside Primary School

Date of Last Review:	October 2020 January 2021
Name of Designated Safeguarding Lead for Child Protection:	Rachel Byrne
Name of Deputy Designated Safeguarding Lead for Child Protection:	Angela Barakeh Penny Humphrey
Name of Local Governor for Safeguarding/Child Protection:	Paul Dowie
Date shared with all staff:	January 2021

This addendum of Woodside Primary School's Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in response to safeguarding during the COVID-19 pandemic in the following areas:

Key contacts

Role	Name	Contact	Email
Designated Safeguarding Lead	Rachel Byrne	0208 - 654 - 5333	rbyrne@woodside.croydon.sch.uk
Deputy Designated Safeguarding Leads	Angela Barakeh Penny Humphrey		abarakeh@woodside.croydon.sch.co.uk phumphrey@woodside.croydon.sch.co.uk
Head teacher	Claudia Fleary-Tayabali		cflearytayabali@inspirepartnership.co.uk
Chair of Governors	Paul Dowie	pdowie@woodside.croydon.sch.co.uk	
Safeguarding Governor	Paul Dowie	pdowie@woodside.croydon.sch.co.uk	

Context

From 4th January 2021, England was put into a National Lockdown and parents were asked to keep their children at home. Schools were still to remain open for children who are deemed vulnerable or if the parents are critical the COVID-19 response and absolutely need to attend school.

Vulnerable children

Vulnerable children include those who have a social worker and those children with education, health and care plans (EHCP).

Woodside Primary 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: Penny Humphrey.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and virtual school heads will continue to work with vulnerable children in this difficult period. School staff (supported by the DSL or deputy) will continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect vulnerable children.

Attendance monitoring

From 4th January 2021, during the period of the national lockdown, only vulnerable children and children of critical workers to the COVID-19 response if they are unable to remain at home. All other children should not return to school and should learn remotely until the government announce that schools fully reopen.

Attendance is expected for all vulnerable children where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHCP), so that they can gain the educational and wellbeing benefits of attending. In circumstances, where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and school staff will explore the reasons for this directly with the parent.

The school will follow up on any child that they were expecting to attend but does not. This will also be the case with any parent or carer who has arranged care for their child(ren) and they subsequently do not attend.

If a child or someone in the household starts to show symptoms of COVID-19, it is important to still not send them to school and follow the current advice from the government.

Teachers will monitor the engagement of each child daily on Google Classroom to ensure that they are engaging with the learning provided. In cases where children do not appear to be engaging with the provided learning, then this will be explored with parents/carers by school staff.

Designated Safeguarding Lead

Woodside Primary School has a Designated Safeguarding Lead (DSL) and Deputy DSLs.

The Designated Safeguarding Lead is: Rachel Byrne

The Deputy Designated Safeguarding Leads are: Angela Barakeh and Penny Humphrey

Additional Designated Safeguarding Leads are: Kate Reed, Helen Robinson, Jo Lillo

The school will endeavour to ensure that a trained will be onsite and available to staff. It is important that all Woodside Primary School staff and volunteers have access to a trained DSL (or deputy) if the school is required to partially or fully close due to an outbreak of COVID-19 and know on any given day who that person is and how to raise a concern whether that be via phone or online video.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.
The DSL (or deputy) should provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not at school due to self-isolating, their bubble has had to close or school closure. Staff should make calls from the school phones and devices, however if the school is closed staff may use their personal devices but must withhold their number.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy.
However, if the concern is about a child who has or is likely to suffer from significant harm and the member of staff is unable to contact the DSL, then they should report to to Croydon Social Care Service immediately using the contact details below.

Urgent safeguarding concerns: 0208 255 2888 (Monday – Friday 09:00 – 17:00).

Emergency Duty Team: 0208 726 6400 (outside of normal working hours)

To discuss a non-urgent concern or complete a Social Care, Early Help or CAMHS referral, please use the following email: childreferrals@croydon.gov.uk

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher/DSL.

Children moving schools

It will be important for any school whose children are attending another setting to continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the virtual school head with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution 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 virtual school head 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/named individual with oversight of special educational needs (SEN) provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst schools must continue to have appropriate regard to data protection law, that does not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76 to 83 of KCSIE.

Safeguarding Training and induction

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 existing school staff have safeguarding training and will read Part 1 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 Woodside Primary School, they will continue to be provided with a safeguarding induction and complete the online training which is available on EduCare.

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

For movement within the Trust, schools should seek assurance from the Inspire Partnership Academy Trust HR Manager that the member of staff has received appropriate safeguarding training.

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, Woodside Primary School

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).

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 Woodside Primary 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.

Woodside Primary 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.

Woodside Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRAs '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, Woodside Primary School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Mental health

School name recognises that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Staff will provide daily virtual meetings with their class to be able to check in with the children and look for indications that they may need extra support.

The school will also use resources, such as the government's guidance on mental health and behaviour in schools to support staff to identify children who might need additional support, and to put this support in place. Support for children in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

Teachers should be aware of the impact the current circumstances can have on the mental health of those children (and their parents) who are continuing to work from home, including when setting expectations of children's learning. The school will continue to mindful of the guidance on remote education practices during the coronavirus outbreak.

Keeping safe with online learning

It is important that all staff who interact with children, including online, continue to look out for signs 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.

The school will ensure that the following is in place to support the children, families and staff do this in a safe way:

- When using online learning, teachers must consider which children could be excluded from participating due to a lack of technological devices or a poor internet connection speed. If some children are unable to participate, teachers must consider what reasonable alternative they can provide. Teachers must consider the benefits of providing online learning for some at the expense of the exclusion of others and work to minimise inequity.

- Teachers must consider which websites and activities they signpost to children carefully, remembering that online access on school devices will have internet content filtering systems in place that are unlikely to be replicated in the home environment. Children may be inadvertently exposed to inappropriate content or advertising. A list of approved websites will be made available for each year group by the school.

- Teachers must be mindful that children do not incur surprising costs, e.g. mobile data access charges. Consider that video utilises significant amounts of data. Teachers should strive for brevity in video content and use audio only channels if possible.

- Teachers must consider the working memory of children and be aware that learning to use new technology will detract from child ability to access the lesson content. Teachers should consider providing tutorials or instructions in advance of lessons and consider how they will provide logistical support in a way which avoids disruption during the teaching.

- Consider the security of devices, in particular cameras and microphones.

- If possible, teachers should avoid using personal devices to provide interactive lessons, and use school provided equipment. If teachers are using personal devices, they should first get authorisation from their line manager who will keep a record of this. When this is not possible teachers must only contact children through the school's remote access system/school email account.

- Teachers must never share their personal email addresses or phone numbers with children under any circumstance.

- The teacher must read the latest guidance on the use of the software being used. If no guidance exists, then the software must be trialled first and draft guidance developed. Where teachers identify opportunities to draft or improve the guidance, they must communicate this to the Senior Leadership Team in the school.

Personal Data
Where online content requires the sharing of personal data, e.g. usernames to invite in, children must use their school-provided email addresses as Data Protection laws still apply.

Phone calls
- School staff will only contact children via the family landline or a parental/carer mobile phone and never directly to the child's mobile.

- The staff member should ensure the parent is aware they are speaking to the child, for example should the child answer the parent/carer's mobile the staff member must ask to speak to the parent first and then the child. A record of the telephone call must be recorded on CPOMs.

- Staff members should use a school mobile or landline to contact children at home if possible. If this is not possible, staff members must ensure they dial 141 before the phone number to protect their own privacy.

- Staff must make a note of the time and date they called a child on CPOMs.

Online real-time/interactive teaching guidelines for teachers
The school currently considers Zoom, Google Classrooms and Google Meet to be the only suitable platform for online interactive teaching. Teachers may only use Zoom or Google Classroom/ Meet and only when they follow the security guidance below.

- Sessions may be recorded (see below).

- Teachers and children must wear suitable clothing, as should anyone else in the household in case they appear on camera.

- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background. Inclining the camera towards the ceiling will provide a neutral background in the absence of a suitable wall. Plain virtual backgrounds can also be used.

- Language must be professional and appropriate, including any family members in the background.

- Audio may be muted for both children and teachers if background noise becomes a disruption.

- Content must be well planned and succinctly delivered so children are not required to be online for unnecessarily lengthy periods.

Before initiating video/audio real time teaching online teachers MUST:

- Set the lesson up in a room with a neutral background and without other family members visible or audible.

- Ensure the meeting settings are set so that participant microphones are off when they join the meeting.

- Ensure the settings mean the teacher is in control of the screen.

- Ensure they know how to mute and unmute all participants, including video screens.

- Be conscious of background noise and others in the house, making them aware they must not enter the room whilst the lesson takes place.

- Issue children with behaviour reminders, specifically about respecting others and how to use the chat box for commentary.

- Ensure they are dressed appropriately.

Behaviour

- If teaching an interactive lesson online, teachers must be clear about the expectations of both child and teacher's behaviour (i.e. a 'classroom standard' of behaviour is expected from all participants).

- Teachers should re-iterate the expectations at the start of each session. Examples may be who can speak or how a child should indicate if they have a question. If this is the first time that classes are delivered online, it may take some time in becoming familiar with the new environment.

- Children should use their full names as they appear in SIMs.

Recording and logging interactive teaching

- When teaching an interactive lesson online, teachers must make a note of the lesson timing and who participated, including those that arrived/departed early or late. Children may not record sessions without the teacher's permission, and should not be permitted to record other children' participations.

- The teacher may record any interactive teaching and make sure that everyone is aware of this in advance. Make clear how long any recordings are kept for and how they will be accessed. Recordings may only be stored on the school server and are subject to GDPR regulations.

- Children who do not wish to appear on the recording should be advised to turn off their camera and mute audio.

- In addition to the guidance above, if using Zoom to meet with children, teachers must adapt the meeting settings to: In advance
  - Generate a unique ID for each lesson and NOT use their Personal Meeting ID (PMI)
  - Require a meeting password
  - Create a Waiting Room
  - Make sure only the hosts can share their screen
  - Disable the screen annotation feature – unless needed for learning
  - Prevent animated GIFs and other files in the chat
  - Avoid using the Private Chat

During the meeting

- Lock the meeting once the lesson starts/all participants have joined
- Put on hold, disable the camera of, or remove children who are not behaving acceptably

After the meeting

- If the session was recorded, transfer the recording of the meeting to the Google Drive.

TEACHERS MUST NOT RUN A VIRTUAL LESSON UNLESS THEY HAVE TAKEN THESE STEPS AND ARE CONFIDENT THEY CAN MEET THE EXPECTATIONS.

Guidance for Children – online lesson etiquette

- In advance of the lesson, set up your space. This should be somewhere quiet, preferably with a neutral wall behind you and must not be in your bedroom.
- Make sure you are dressed appropriately.
- Warn others in your house you are about to go online.
- Make sure you're muted when not talking.
- Respect others.
- Ask questions using chat.
- Think before you write.
- Use the raise your hand feature if you want to ask a question live.

Peer on Peer Abuse

Woodside Primary School recognises that during a 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 Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Support from the Multi-Academy Trust

The Inspire Partnership Academy Trust (IPAT) Central team are available for advice and support as required.

The IPAT will also provide regular group and individual supervision sessions which can be arranged by the DSLs within the schools. This may take the form of an online meeting.

COVID-19 school closure - Contact details

Education Safeguarding Officers (Education Safeguarding Service)

If you suspect that a child or young person in Croydon may be abused or neglected, it is VITAL YOU REPORT YOUR CONCERNS immediately.

Croydon Safeguarding Children Partnership
- o https://croydonlcsb.org.uk/what-to-do-if-youre-worried-about-a-child/

- o For **Urgent Action** call the Single Point of Contact 0208 255 2888 (Mon – Fri 9-5)

- o For **Urgent Action out of hours** call 0208 726 6400

- o Emails can be sent to childreferrals@croydon.gov.uk. This address is monitored and reviewed throughout the day by a social worker.

Useful information provided by Croydon Safeguarding Children Partnership relating to services provided in response to Covid can be found at:

- o http://croydonlcsb.org.uk/wp-content/uploads/2020/04/06-CSCP-COVID19-Safeguarding-Information.pdf

Contact details for the LADO:
https://www.croydon.gov.uk/healthsocial/families/childproctsafe/lado

Local Authority Designated Officer (LADO):	
Email:	lado@croydon.gov.uk
Senior LADO: Steve Hall	
Email: steve.hall@croydon.gov.uk	
Tel: 0208 255 2889	Mob: 07825 830328
LADO: Jane Parr	
Email: jane.parr@croydon.gov.uk	
Tel: 0208 726 6000 (Ext. 84343)	Mob: 07985 590505

Police
- o 101 (or 999 if there is an immediate risk of harm)

COVID-19 school closure - Safeguarding Support

Support for staff

- Coronavirus and your wellbeing
https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/

- With more teachers swapping classrooms for front rooms, Oliver Ireland shares five ways to avoid bad home-working habits
https://www.tes.com/news/5-wellbeing-rules-teachers-working-home

- Remember, the Education Support Partnership is there for anyone who works in a school.
Education Support Partnership Helpline:
Telephone: 08000 562 561 (24/7)
Text: 07909 341229
Website: https://www.educationsupport.org.uk/

Support for Children

- Dave the Dog is worried about coronavirus – Downloadable book

A book for children about coronavirus that aims to give information without fear.

With everything that is going on at the moment; big changes to children's routines and lots of stories on the news it can be a really scary time for children. This book aims to open up the conversation about coronavirus and some of the things they might be hearing about it and provide truthful information in a reassuring and child friendly manner. Click Here - https://nursedottybooks.com/dave-the-dog-is-worried-about-coronavirus-2/

Download the book to discuss the range of emotions arising from coronavirus
https://www.mindheart.co/descargables

- E-Bug – Washing your hands: Use e-Bug resources to teach children about hygiene.

- The Children's Commissioner Children's Guide to coronavirus
There have been big changes in our lives because of coronavirus, so The Children's Commissioner have created a children's guide to coronavirus to help explain the situation.
https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/

- SEND -Coronavirus explainer in Makaton (Ineqe) - Children with a range of SEND needs may be struggling right now, perhaps through lack of routine or not understanding how things are.

  Holly Rankin, is the Special Educational Needs Advisor at Ineqe and in this video explains Coronavirus using Makaton: https://youtu.be/9OS8vbjr2-Q

Support for parents/carers

- Talking to a child worried about Coronavirus
The NSPCC has created a new webpage with information and advice for parents or carers who are worried a child or young person may be struggling with their mental health or has anxiety about Coronavirus. The webpage includes information on: talking about feelings and worries; keeping in touch and balancing screen time; ways to create

structure and routine; and helping to give children a sense of control. Read more information and advice on the links below:

Talking to a child worried about coronavirus (COVID-19)

NSPCC talking to a child about Coronavirus - Click here

Tips on How to have difficult conversations with children NSPCC How to have difficult conversations - Click here

- MIND - Coronavirus and your wellbeing

https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/

- Resources for parents during coronavirus – Please click on the link below for a list of handy, free online activities and materials to use at home.

https://www.childrenscommissioner.gov.uk/coronavirus/resources/

Department for Education coronavirus helpline

The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children's social care. Staff, parents and young people can contact this helpline as follows:

Phone: 0800 046 8687

Opening hours: 8am to 6pm (Monday to Friday), 10am to 4pm (Saturday to Sunday)