

Child protection and safeguarding: COVID-19 addendum and remote learning

The Farnborough Academy January 2021



Approved by:	Graham Johnston	Date: 02/01/2020
Last reviewed on:	02/01/2020	
Next review due by:	02/01/2021	

Contents

Important contacts	2
1. Scope and definitions	3
2. Core safeguarding principles	3
3. Reporting concerns.....	3
4. DSL (and deputy) arrangements	4
5. Working with other agencies	4
6. Monitoring attendance	4
7. Peer-on-peer abuse.....	4
8. Concerns about a staff member, supply teacher or volunteer.....	5
9. Contact plans	5
10. Safeguarding all children	5
11. Online safety	6
12. Mental health	7
13. Staff and volunteer recruitment	8
14. Safeguarding induction and training	8
15. Monitoring arrangements.....	8
16. Links with other policies.....	8

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Graham Johnston	g.johnston@thefarnboroughacademy.com 07969985764
Deputy DSL	Tracie Morris	t.morris@thefarnboroughacademy.com 0115 974 4444
Designated member of senior leadership team if DSL (and deputy) can't be on site	Clare Watson	c.watson@thefarnboroughacademy.com 0115 974 4444
Headteacher	Martyn Jobling	m.jobling@thefarnboroughacademy.com 0115 974 4444
Local authority designated officer (LADO)	Tina Wright	Tina.wright@nottinghamcity.gov.uk 07842601599
Chair of governors	Joanne Charlton	j.charlton@thefarnboroughacademy.com

1. Scope and definitions

This addendum applies from the start of the autumn term 2020. It reflects updated advice from our safeguarding partners and local authority (LA) [Nottingham City].

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who:

- › Are assessed as being in need, including children:
 - With a child protection plan
 - With a child in need plan
 - Looked after by the local authority
- › Have an education, health and care (EHC) plan
- › Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children's social care services
 - Adopted
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation
 - Young carers
 - Considered vulnerable by the school and/or LA

2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- › The best interests of children must come first
- › If anyone has a safeguarding concern about any child, they should 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, both for children at school and those at home.

Continue to follow safeguarding procedures of reporting to a DSL (**Graham Johnston, Tracie Morris, Ross McCarter, Aran Higgs, Martyn Jobling**)

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 on site, they can be contacted remotely by phoning Graham Johnston on 07969 985764

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Martyn Jobling. You can contact them by using 0115 974 4444 extension 203.

The senior leader will be responsible for liaising with our 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, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

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

- › Our 3 local safeguarding partners
- › 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

We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- › Follow up on their absence with their parents or carers, by contacting via text or phone call
- › Notify their social worker, where they have one

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. The Farnborough App can be used to update details, parents/carers can also be contacted via phone/letter.

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 children attending school and those at home.

8. Concerns about a staff member, supply teacher 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/supply teachers/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 children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well, for example a head of year or head of Trent House.
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them half – termly or more regularly if deemed appropriate.

If we can't make contact, we will in the first instance contact the social worker and follow up with contact to the police.

10. 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 line with the procedures set out in section 3 above.

10.1 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

They will also liaise with the school nurse(s), counselling team, tutors and heads of year to gather relevant information about any support provided by school nursing services while children have not been in school.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary, they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- › Not completing assigned work or logging on to school systems
- › No contact from children or families
- › Seeming more withdrawn during any class check-ins or video calls

11. Online safety

11.1 In school

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

If IT staff are unavailable, our contingency plan is we will refer to central AIT system to ensure support is put in place as per contract.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use 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.

Safeguarding Protocols for on-line learning - For Parents and Students

These protocols focus on:

1. Using comments in Google Classroom/Microsoft Teams or any other platform
2. Students participating in live lessons via Google Meet/Microsoft Teams or any other platform

1. Using Comments in Google Classroom/Microsoft Teams or any other platform

The comment features are an essential way for students to ask their teacher for help and address any misconceptions. It is essential that every student follows the comments guidelines:

- Use academic English in your comments to your teachers.
- Do not make comments to other students; please only comment on the work, reply to questions posed by your teachers, contribute to a conversation started by your teacher or write a question you would like to ask
- Any inappropriate comments will be recorded in a screen shot and sent to the Head of Year who will communicate with parents.
- Where there are behaviour concerns these will be reported to the Head of Year for that year group. Parents/carers will also be notified.
- If students are not following the school's expectations, they may be 'muted' by their teacher, so they can no longer make comments.

2. Live Lessons/Streams via Google Meets/Microsoft Teams or any other platform

Live lessons via Google Meet can be a really useful way of allowing students to ask questions about their work and talk to their teachers directly. It is essential that all students follow our live lesson guidelines.

Teachers will guide students in whether to have video and audio on OR just audio.

If only audio is turned on:

- Students must have their microphones set to mute and only unmute when you ask to by their teacher.
- Students can signal they have a question by writing 'question' in the comment box or using the raise hand feature on Microsoft Teams.
- Students must speak in a respectful academic way and must stay on the topic of the work.

If audio and video are turned on, the following protocol must also be in place:

- Students and any parent in view must be in appropriate clothes and have a neutral and appropriate background (e.g. they must not be in a bedroom or have any siblings or other family members in the background).

If students are not following the protocol:

- They may be 'muted' by their teachers and they may be removed from the classroom. If this happens the Head of Year will be made aware and parents/carers will be notified.

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, where relevant, 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 teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

Information for parents/carers will be shared regularly through our social media platforms including facebook, The Farnborough App, Twitter and the school website

12. Mental health

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Students will complete a return to school survey following periods of isolation, tutors will be the first point of call for identifying issues, but as always it remains the responsibility of ALL staff to keep an eye out for any potential issues and follow the academies safeguarding procedures.

The school counselling team and wellbeing team will respond to any emerging actions.

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils. See Wellbeing and Mental Health policy for further information.

We will also signpost all pupils, parents/carers 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.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

13. Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff 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.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

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 183-188 of Keeping Children Safe in Education.

14. 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 in line with the expectations of Keeping Children Safe in Education.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum **every 3-4 weeks, or more regularly if the need arises** by Graham Johnston, Assistant Headteacher – Safeguarding. At every review, it will be approved by at least 2 members of the governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Wellbeing and Mental Health policy
- Managing students positively