Safeguarding policy & practice in response to COVID-19
Appendix to Safeguarding including Child Protection policy

THE COMPASS
PARTNERSHIP OF SCHOOLS

Safeguarding policy and practice summary in response to Covid 19

Appendix to Compass Safeguarding including Child Protection policy

During this period of partial school closure, we continue to have due regard for the statutory guidance 'Keeping Children Safe in Education (KCSIE)' as per our funding agreement requirements. Whilst the rationale and importance that sits within our safeguarding policy remains, the practices through which we implement this policy have changed as a result of the COVID-19 Pandemic. This document sits as an appendix to the Compass Safeguarding including Child Protection policy. It outlines our practices to ensure we continue to undertake our duty to safeguard all children both onsite and currently educated at home.

Designated Safeguarding Lead (DSL) arrangements
A trained DSL or deputy is available on site

If in the unlikely event that a DSL is not available, please contact a member of the Compass Executive Leadership Team:
- o   Michelle Bernard – mbernard@compassps.uk
- o   Sophie Powell – spowell@compassps.uk
- o   Joanne Gordan – jgordan@compassps.uk
- o   Rachel Harrison – rharrison@willowdene.compassps.uk
- o   John Camp – jcamp@compassps.uk

If you have concerns about a child:
- It is vital that if you have concerns about a child or family that you report them immediately
- Any concerns about a child who attends a Compass school should continue to be reported via My Concern and followed up with a conversation with a DSL.
- Any concerns about a non- Compass child who may be attending your school needs to be referred immediately to the DSL on the school site and a concern form will need to be completed – see appendix 1.
- If you feel the out of hours concern is an emergency, please contact the MASH help line directly on **020 8854 8888**

Concerns about staff and/or volunteers
- If you have a concern about a member of staff or volunteer please contact the headteacher immediately or the School's executive headteacher
- If there is an allegation or concerns raised against the Head Teacher, then the Trust Leader or Trust Safeguarding Lead must be contacted, alternatively the Trust Whistle Blowing Officer or Chair of Trustees in their absence.
- Trust Leader – John Camp: jcamp@compassps.uk
- Trust Safeguarding Lead – Michelle Bernard: mbernard@compassps.uk
- Trustee responsible for safeguarding: Orla Ralston: oralston@compassps.uk
- Trust Whistle blowing Officer – Louise Rea: lrea@compassps.uk
- Chair of Trustees – Mary Whitehead: mwhitehead@compassps.uk

Interagency working
- It is important that we remain in close contact with outside agencies during this period.
- Social workers of vulnerable children need to be informed of pupil attendance (those children on a child protection plan, or who are looked after). If the parent/carer of the child has taken the decision for them not to attend the social worker must be informed.
- Any concerns raised need to be relayed to the social worker immediately

- Reports requested for child protection conferences will be sent within the requested timescales
- Where possible school will attend virtual meetings as requested

Updated advice received from Greenwich LA
- MASH will operate a S47 child protection service and Covid 19 related emergencies only.
- Referrers for children with other levels of need will be informed to re-refer if safeguarding concerns emerge or if concerns remain at the end of the crisis.
- Visits to the most vulnerable children and young people will be prioritised and video and voice calls will take place for those in need of a service.
- There will be no face to face meetings and initial child protection conferences will not be held but instead a Child Safety plan will be put in place following strategy discussions where child protection concerns are discussed.
- Review Child Protection Conferences and reviews for children in Greenwich's care will be virtual with input from agencies via email or telephone. Reports will still need to be submitted and partners have received instruction on how to do this via email.

Attendance

Whilst attendance for the identified year groups is not mandatory it is vital to stress to parents that if they have chosen for their child to return, they must attend consistently unless ill or a member of their household has Covid-19 symptoms.

Usual absence procedures must be in implemented for children whose parents have taken up a school place. If a child is expected to attend and does not:
- Call Parents/carers
- Call other emergency contacts
- Contact known family and friends
- If contact is not made within 24 hours either undertake a home visit or phone the police to request an emergency welfare check. When undertaken welfare checks, please ensure appropriate risk assessments have taken place, considering social distancing and travel.

In order to support the above and have an easily accessible emergency contact in case of illness, when communicating with parents and 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, the school should notify their social worker.

The DfE has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school.

Children and families who are of concern but do not meeting government 'Vulnerable' criteria - see appendix 2
- A list of vulnerable children and families who require regular check-ins will be in place
- All families on the list will be made aware of the importance for the regular contact
- Vulnerable children will be spoken to on at least a weekly basis
- A log of all contact will be kept centrally (My concern, Teams, SharePoint)
- Any concerns raised during these calls will be reported via my concern and relayed to a DSL
- Where contact has not been successful schools will risk assess and either:
  - Try all other forms of contact expressing the need to urgently make contact
  - Undertake a home visit

o Contact known family members/friends

o If the family is still not contactable the decision to either request a police welfare check or make a mash referral will need to be considered

- It is important that the list is reviewed regularly and remains fluid throughout this period
- Any vulnerable child whose parents/carers have decided not to send into school needs to be added to the out of school contact procedures

Use of personal mobile phones

Where possible any non-emergency communication through the day between the 'Bubble ' and leaders, administration team should take place via email.

In order to ensure 'Bubbles' are able to remain isolated and maintain emergency contact, the following temporary adaptations to the Staff Code of Conduct section on staff use of personal mobile phones has been made.

- The 'Bubble' lead will ensure the administration team have an up to date mobile number in case of an emergency
- Mobile phones may be used in the case of a school-based emergency
- Only calls from school or emergency services may be taken in the presence of children
- Calls of a personal nature must not be taken
- Please log the day, time and nature of any call made or received
- Personal mobile phones must not be used to take or store pictures of anyone or anything at school
- A breach of these rules is deemed to be very serious and may result in the right to use a personal mobile phone being withdrawn, suspension, disciplinary investigation and disciplinary action

Peer on Peer abuse

Peer on peer abuse can manifest itself in many ways. During this period of lock down there is a heightened opportunity for online peer-on-peer abuse to occur.

Prevention:
- Learning will continue to be set remotely that supports the development of Relationship and Health, Education at an age appropriate level

Where peer on Peer abuse is reported:
- Inform a DSL or member of SLT
- If on Google Classroom or Showbie place temporary restrictions on the child's account to inhibit their ability to chat to their peers

A DSL/Member of SLT will
- Contact the perpetrators parent/carer and discuss what has taken place
- Where possible speak to the child
- Speak to the victim and their parents
- Log the incident according to school policy

Online Safety

Online safety procedures will continue for those children who remain in school. Although the majority of children will not be physically attending the school, it is important that all staff who interact with them, including online, continue to look out for signs a child may be at risk.

Prevention:
- Learning will continue to be set remotely that supports children's understanding of online safety at an age appropriate level
- Information will be shared with parents to support their knowledge of online safety
- Regular updates to reinforce the importance of being safe online will be shared with parents and children

Reporting:

- Children are encouraged to report concerns to their parents in addition to reporting them directly to their teacher via the online learning platform in use
- Any concerns should be reported by staff via my concern in accordance with the Safeguarding policy
- DSL's/SLT will make contact with the child's parents to discuss the concerns raised
- Where appropriate referrals should still be made to children's social care and the police as required

GDPR
- All online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Further separate guidance on providing education remotely is due to be released shortly. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology

Teachers undertaking remote teaching online

As the lockdown progresses, consideration of further developing online learning will be taken at a school level.

If online learning includes any form of live streaming/videoing teachers must ensure:

- Parent consent has been obtained
- be mindful of your surroundings, ensure any personal photos etc are not in view
- Consider background noise that may be heard by children
- ensure others who you may live with are not present in the room during lessons
- ensure you dress appropriately for school
- ensure you are in control of the screen
- save the video/chat content

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents.

In order to support we will:
- Be aware of this in setting expectations of pupils' work where they are at home
- Provide online learning activities to support children's mental well being
- Ensure we are in regular contact with vulnerable children and parents
- Ensure parents have a means to make contact with the school
- Share websites and helplines to support children and parents

Children/Staff from alternative providers moving into our schools

Staff:
- The DBS details of all staff must be received prior to them being allowed onsite. Photo ID will be requested and checked
- Host school will provide safeguarding and health and safety induction

Children:

Prior to admission the home school shall provide:
- Parent/carer contact details
- Medical Care Plans
- Toileting and intimate care plans
- EHCP/IEP
- Risk Assessments
- Pen portrait of child
- Brief family history/context/safeguarding indicators
- Details of social worker

- Shift/rota working
- Transfer and knowledge of previous safeguarding concerns, including risk assessments
- Online learning logins
- Collection arrangements
- Lunch arrangements

GDPR does not prevent the collection of information necessary to safeguard children

Safer recruitment/ volunteers and movement of staff

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 schools and trusts are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Please note that under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Appendix 1

| Covid-19 CHILD PROTECTION RECORD – Report of a Concern – non-Compass child			
Date of record:		**Date of incident:**	
Name of referrer:		**Role of referrer:**	
Date referred to the LA:			
Child's name		**D.O.B.**	

Details of concern
- *use body map if appropriate (with advice of Designated Lead)*
- *use initials for other children / young people involved, unless there is a specific need to name them in full*
- *contemporaneous notes, if taken, may be attached to this form*

Reported to:		**Signed:**	

To be completed by DSL
Action Taken:
Referral to children's services: Yes/No

Covid-19 CHILD PROTECTION RECORD – Report of a Concern – non-Compass child
Body Map

Date of record:		**Date of incident:**	
Name of referrer:		**Role of referrer:**	
Date referred to the LA:			
Child's name		**D.O.B.**	

Right

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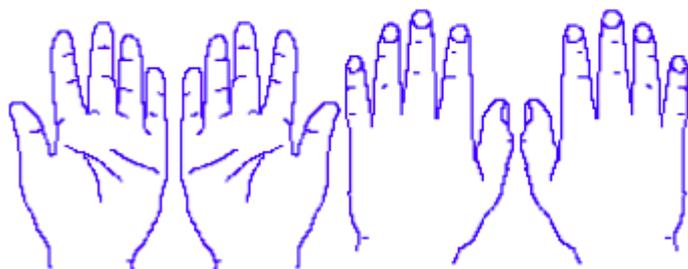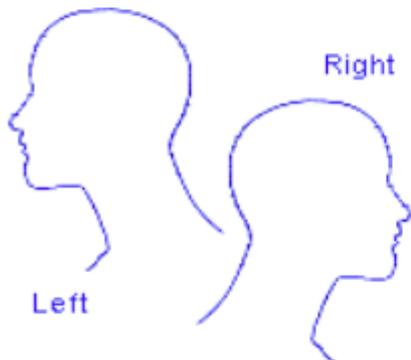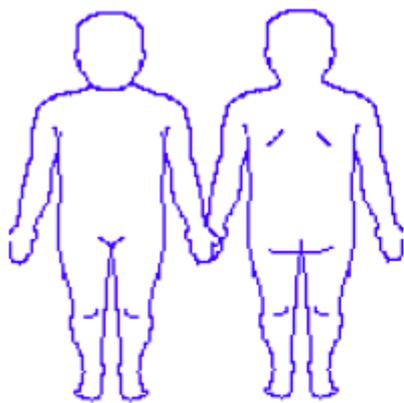
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Appendix 2 – Support for vulnerable families

SUPPLEMENTARY SAFEGUARDING INFORMATION – plans for school closure

Identification of, and planning for, pupils at risk - Actions for DSL's

Review all children on vulnerable pupil list and identify those for whom school closure and a lack of contact with school staff would pose most risk.
Think about children on CP or CIN, all of whom will have identified risks, or consider those for whom home life is known to be particularly challenging or high risk, i.e. domestic abuse, substance misuse, parental mental ill health, high levels of neglect. Also think about pupils who are under assessment with Social Care, or those for whom you have recently submitted referrals which did not lead to further action. There is no definitive checklist to determine which children are on this list; schools make reasonable and proportionate decisions based on what they know about each individual pupil's risk.

Allocate each child at risk (as identified above) to a member of the DSL team.
Distribute the pupils identified as vulnerable or at increased risk from school closure equally across the DSL team. please create a back-up plan in the event of that DSL becoming sick.
Communicate with parents of identified children to explain the contact that a DSL will be making in the event of school closure.
This should be by face or phone rather than a letter, which can sound quite formal. You know your parents best so please do what is right.

Ensure pupil contact details are up to date and are remotely accessible by all DSLs.
In the event of school closure and all buildings being inaccessible, it is important that DSLs are able to contact parents remotely, both by email and by phone. This is be possible via My Concern or Sims. Ensure DSL's know how to withhold their own number when making calls

DSLs to make phone contact with each allocated child at least weekly to check safety and wellbeing, try to speak to the child as well as the parent. You may wish to make more regular contact with some families
In the absence of a member of the DSL team, responsibility for contacting vulnerable pupils may be re-allocated to another DSL, escalated to the HT or a member of SLT, or delegated to the class teacher (under SLT / HT guidance) In the event of significant staff sickness / shortage, contact all other worker(s) involved with the family to inform them that school are unable to complete regular check ins as previously advised.

DSLs to record summary of conversation on My Concern/SharePoint/Teams
It is important to record any unsuccessful contacts, as well as those that did take place. The DSL, or a Deputy DSL, should review My Concern for vulnerable pupil check ins at the end of each week and escalate any concerns as required.

Prepare communication for Social Care and all other relevant professionals to explain contact that a DSL will be making with vulnerable pupils in the event of school closure.
This can be a blanket email that you prepare for all professionals currently involved with pupils in your school. Think about giving them a named school contact for the child / family with whom they are working, so that the responsibility doesn't just fall on one person.

Access to food

Contact parents for whom there are concerns about reliance on breakfast club / FSM or other sources of support for food, highlight and signpost local support.

Keep a record of all pupils / families accessing support with food during the period of school closure, either directly from school or from other agencies.

Where required, DSLs to make direct contact with local agencies offering food support and refer families to their attention.

As is already the case in a number of our schools at times like Christmas and Easter, some families may benefit from a referral being completed by school on their behalf for food support.

If not already receiving DSL contact (as above,) DSL to make phone contact weekly to check wellbeing and food provision.

Consider the need for this on a case by case basis – if families are accessing food support directly through school, then face to face check ins will be taking place so phone contact will only be required for those not already being seen by a member of school staff.

Reminder for all staff

Check staff remote access to email and My Concern and plan a letter / communication for staff re: logging safeguarding concerns in the event of school closure.

It is important that staff understand their responsibility for safeguarding pupils still continues despite school closure. Many of our staff live in the local community and may see pupils out and about. In the event of school closure, make sure staff are clear about how they can share a safeguarding concern with a member of the DSL team, through my concern. For those staff without access to the internet outside of school, phone number(s) for at least one member of the DSL team will need to be shared.