



MARSHLAND HIGH SCHOOL

CHILD PROTECTION AND SAFEGUARDING: COVID-19 ADDENDUM

Approved by:	Mr C Jansen Headteacher Mr S Cozens Chair of Governors (approved remotely)
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Last reviewed on:	May 2020
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Next review due by:	June 2020
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This addendum to our Safeguarding and Child Protection Policy contains additional information about our safeguarding arrangements in the following areas:

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1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible. Schools remain open 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.

It is crucial that all staff and volunteers understand the continued importance of acting immediately on any safeguarding concerns that arise. The key principles of our approach to safeguarding and promoting the welfare of children and young people at our school remain the same. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents about our safeguarding procedures in light of the current national and local situation. This appendix should be read in conjunction with the whole school Safeguarding Policy and not as a standalone document. Unless otherwise stated within this guidance, our normal safeguarding procedures should be adhered to.

2. Important Contacts

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Mr T Duce	t.duce@marshlandhigh.co.uk
Alternate DSL	Mrs E Calvert	e.calvert@marshlandhigh.co.uk

Alternate DSL	Mr D Saunders	d.saunders@marshlandhigh.co.uk
Alternate DSL	Mrs S Swinburn	s.swinburn@marshlandhigh.co.uk
Alternate DSL	Ms S Bradley	s.bradley@marshlandhigh.co.uk
Alternate DSL	Mrs T Pearce	t.pearce@marshlandhigh.co.uk
Alternate DSL	Ms K Palmer	k.palmer@marshlandhigh.co.uk
Alternate DSL	Mr R Sedgeley	r.sedgeley@marshlandhigh.co.uk
Headteacher	Mr C Jansen	c.jansen@marshlandhigh.co.uk
Named Safeguarding Governor	Mr S Cozens	s.cozens@marshlandhigh.co.uk
Chair of Governors	Mr S Cozens	s.cozens@marshlandhigh.co.uk

3. Providing School Places for Vulnerable Children

For the purposes of this guidance, vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, in line with the [DfE guidance](#).

At Marshland High School we will risk assess the needs of all pupils with an EHC plan in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school 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. In line with Government guidance, we appreciate that many children and young people with EHC plans can safely remain at home.

At Marshland High School our Designated Safeguarding Leads and other Senior Leaders 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 current and previously looked-after children.

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 increased risk, or whereby attending school could have an effect on the child's wellbeing. The school takes the position that not all students classified as vulnerable by the DfE would automatically have their wellbeing better met being at school or better safeguarded during the COVID-19 crisis. Some students are within loving and supportive homes.

Consequently the school will undertake an individual risk assessment (See appendix 1) on all vulnerable students taking account of their home circumstances, medical and physical needs, SEMH needs, 'shielding' of those they live with, as well as historical safeguarding history to determine whether it is better for the individual child to be in a school setting or remain at home. For example, in the case of many looked after children, needs can be better met in the family home or care home, qualified by a consultation between social workers and carers. All risk assessments and recommendations will be shared with a child's social worker, where they have one. Where a vulnerable student is not required to be in school, the risk assessment will state what measures the school will be taking to continue to check on the student's wellbeing and safety, the person designated with that responsibility and review points to assess need. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable and in need of a school place, the social worker and school staff will explore the reasons for this directly with the parent. Where parents are concerned about the risk

of the child contracting COVID-19, school staff and/or the child's allocated social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our DSLs know who our most vulnerable children are. As a school, we have the flexibility to offer a place to other pupils we identify as being vulnerable who may be on the edge of receiving children's social care support.

4. Attendance Monitoring

In line with the DfE guidance, we will not be following our usual day to day attendance procedures at this time. We will however be submitting daily attendance data to the DfE in line with [supplementary guidance](#) and to the Local Authority as requested.

At Marshland High School our DSLs will liaise with allocated social workers and will agree with parents/carers whether children in need should be attending school. School staff will then follow up on any pupil that we were expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child(ren) and then subsequently do not attend.

There is always a Pastoral Manager on site when the school is open to vulnerable students. They will in the case of absence, make contact with the parents/carers to establish the reasons for absence, including contacting and informing any relevant social workers. Absence will be recorded on our child protection system (CPOMS). If there are concerns the Pastoral Manager and Senior Lead will arrange a home visit.

In all circumstances where a vulnerable child is required to be in school and does not take up their place, or fails to attend as expected, school staff will notify the child's allocated social worker and agree a plan to contact the family.

To enable us to effectively support the attendance of vulnerable children, we will ask parents/carers to confirm that emergency contact numbers are correct and where appropriate for any additional emergency contact numbers that will be required.

5. Designated Safeguarding Lead (DSL)

We have identified key school designated contacts for safeguarding at the start of this guidance.

At Marshland High School we aim to have a trained DSL (or alternate) available on site whenever possible. We recognise however that this may not be possible, and where this is the case, we will endeavour to ensure that a trained DSL or deputy from the school or college can be available via phone or online when they are working remotely from home. In some circumstances we might also work with other settings to share trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video).

Where a trained DSL or deputy is not on site, a senior leader will take responsibility for co-ordinating safeguarding arrangements are in place. This might include updating and managing access to CPOMS, liaising with the off-site DSL (and/or alternate) and, as necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

We will ensure that all staff and volunteers know how to contact and have access to advice from a trained DSL (or alternate). Each day, staff will be made aware of who that person is and how to contact them.

We will continue to work in partnership with children, parents and other agencies to safeguard and promote the welfare of children. Our DSLs will keep up to date with the latest [Norfolk Safeguarding Children Partnership advice](#) and guidance from the Local Authority. Our DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely in line with the NSCP guidance on attending and contributing to [child protection conferences](#) and [Developing Child Protection Plans](#).

In line with the Department for Education guidance, for the period COVID-19 measures are in place, a DSL (or alternate) who has been trained will continue to be classed as a trained DSL (or alternate) even if they miss their refresher training.

6. Procedures for Reporting Concerns

The principles for responding to safeguarding concerns as outlined in Section 5 of the main body of the Marshland High School Safeguarding Policy still apply. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

During this unprecedented time, when the majority of children will not be physically attending school, staff are reminded of the need to report any concern immediately and without delay in line with our usual procedures.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk, including from peer on peer abuse and exploitation. 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 if appropriate to the police.

All staff have remote access to CPOMS, our online safeguarding recording system. Staff have all been trained in how to use and access the system from home. If there are any concerns about using the system or if a member of staff has a technical difficulty they will contact the DSL (or alternate).

Staff are also reminded of the need to adhere to our Staff Code of Conduct and safer working practices guidance. Staff should continue to report any concerns they have about adults who are working with children in line with Section 12 of the Safeguarding Policy.

7. Staff Training and Induction

All existing school staff, governors and volunteers have received safeguarding induction and refresher training. They have read part 1 of Keeping Children Safe in Education (2019) and are expected to continue to follow this guidance. The DSL will ensure that all existing staff receive this addendum to the Safeguarding Policy and will communicate 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 join our school, they will continue to be provided with a safeguarding induction as outlined in Section 4 of the main policy.

If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. This means that on arrival to our school, we will verify that they have received safeguarding training and they will be given a copy of our safeguarding policy and information about our procedures including information about our DSL arrangements.

8. Safer Recruitment of Staff & 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, we will continue to follow our Safer Recruitment and Selection Policy, the procedures outlined in Section 10 of the Safeguarding Policy and Part 3 of Keeping Children Safe in Education (2019).

In those circumstances where we continue to use volunteers in our school, we will continue to follow the checking and risk assessment processes as set out in paragraphs 167 to 172 of Keeping Children Safe in Education (2019) and our own Safer Recruitment and Selection Policy. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic. This means that we will risk assess the movement of staff and seek written assurances from the current employer that the individual has undergone all the safer recruitment required checks as set out in Part 3 of Keeping Children Safe in Education (2019) and there are no concerns about their suitability to work with children.

At Marshland High School we 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 in accordance with Keeping Children Safe in Education (2019). We will also continue to make referrals to the Teaching Regulation Agency (TRA) in line with statutory guidance and understand that during the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk.

Whilst acknowledging the challenge of the current environment, we understand that it is essential from a safeguarding perspective that, on any given day, we are aware of which staff/volunteers will be in the school, and that appropriate checks have been carried out. We will continue to keep the single central record (SCR) up to date and use this as a means to log everyone that will be working or volunteering in our school or college on any given day, including any staff who may be on loan from other institutions. The SCR will also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

9. Children Moving Schools

Whilst we will endeavour to keep our school open, in some circumstances our pupils may need to attend another educational setting. In order to support children under these circumstances, our DSL will endeavour to contact the DSL at the receiving school to provide any relevant welfare and child protection information including any arrangements in place to support them. We will continue to pay regard to Data Protection and GDPR but these do not prevent the sharing of information for the purposes of keeping children safe.

As a minimum, we will ensure that the receiving setting has 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 will ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Where it is not possible for this exchange of information to occur between DSLs, the identified senior leaders will take responsibility for this.

10. Online Safety

At Marshland High School we recognise that it is more important than ever that we provide a safe environment for pupils including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online via our IT systems and/or recommended resources.

The safety of pupils when they are asked to work online is of paramount importance. The same principles as set out our Staff Code of Conduct must be applied to all online teaching. All staff should ensure that they have read the Staff Code of Conduct and associated [safer working practice guidance](#) and are clear about the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.

We will ensure any use of online learning tools and systems is in line with privacy and Data Protection/GDPR requirements.

We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes to key school staff, we will also signpost children to age appropriate practical support from external organisations such as:

[Childline](#) - for support

[UK Safer Internet Centre](#) - to report and remove harmful online content

[CEOP](#) - for advice on making a report about online abuse

We will also communicate with parents to reinforce the importance of children being safe online. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be requested to access, as well as who from the school (if anyone) their child is going to be interacting with online.

Where parents and carers choose to supplement the school's online offer with support from online companies, and in some cases individual tutors, we will 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.

We will signpost parents and carers to advice what will help them keep their children safe online including:

[Internet matters](#) - for support for parents and carers to keep their children safe

[London Grid for Learning](#) - for support for parents and carers to keep their children safe online

[Net-aware](#) - for support for parents and careers from the NSPCC

[Parent info](#) - for support for parents and 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 and carers

Staff have been made aware of the possibilities of peer on peer abuse, what to look for and how to report via CPOM's. DSL's will support victims of peer on peer abuse and investigate concerns.

11. When Children Return to School Following Home Learning

With the increased likelihood of students returning and visiting school, our policy regarding safeguarding and advice to school staff has been updated. These additions are outlined below.

Staff will be aware that they may identify new safeguarding concerns as students return to school and face to face contact increases. Arrangements for recording these concerns should continue using CPOM's, as highlighted in our Safeguarding Policy. There is always a named DSL on site during times of contact, who will immediately be made aware of any new safeguarding concerns. All concerns and resulting actions will be kept up to date on CPOM's for access by all DSL's. The on-site DSL is supported by the rest of the team working remotely. The Lead DSL will allow time to deal with any new concerns that arise and will pass on to the relevant authority where necessary. The school will continue to work with Local Authorities, Social Workers, Third Party Organisations and Virtual Schools to support children in their education. All professional meetings, PEP, S17 and S47 meetings will continue to take place remotely.

Risk assessments for vulnerable children will be updated on a regular basis, monitoring the level of risk and action taken accordingly. If the DSL feels that a change in circumstance warrants further action it could include additional monitoring, home visit, referral to an outside agency and/or Local Authority, or making provision available in school. The risk assessment will be updated and reflected in the weekly attendance conversation for vulnerable students with Norfolk County Council's Attendance Team. Students with an EHCP have been risk assessed to determine what support is required for home learning, and whether it is appropriate for them to be in school.

In advance of more students attending school, those with a medical need will be risk assessed and safety plans put in place in order to safeguard them whilst on site. It will be determined at this point if it is appropriate for the child to be in school or if another form of remote contact is more appropriate given the nature of the medical condition.

Students considered vulnerable who are not attending school will continue to have welfare contact which will be recorded where appropriate on CPOM's.

School will review and update this policy in light of further advice and guidance from Norfolk County Council and other safeguarding partners.

Appendix 1 - Marshland High School Closure Concern, "Stay at Home" Assessment and Safety Plan (Summer Term 2020)

Student's Name:	
Year Group:	
Date of Birth:	
Cambs/Norfolk	
Medical conditions:	
External Agencies or Clinical Professionals actively involved	

Name of Person with Parental Responsibility	
Parent/Carer's Home Tel. Number	

<u>Level of Risk:</u>	
Is this child the subject of a Child Protection Plan? (S47)	
Is this a Child in Need? (S17)	
Is this child Looked-After?	
Does this child have medical needs or additional disabilities?	
Is this child at risk of self-harm or suicide?	
Is this child known to use drugs or alcohol?	
Is this child at risk of Child Sexual Exploitation?	
Are there any other factors which place this child at an increased risk of harm when absent from school?	
Pastoral Manager view of student's safety including Safeguarding Information: comment below:	In your professional judgement Is the child safe in the home?
Using professional judgement, is it in the best interests for their safety that the child attends school?	Yes/No - with reasons

Using professional judgement, is it in the best interests for their wellbeing that the child attends school?	Yes/No - with reasons
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What is required whilst schools are closed	
Social services staff visiting the home to provide any essential services:	Comment below:
Further Safety concerns, measures and planning detailed here: eg <ul style="list-style-type: none"> ● welfare calls/frequency; ● doorstep visits/frequency; ● email contact/frequency ● Google Meets + colleague/online face-to-face/frequency Child/family engagement with Google Classrooms Other family/household factors affecting safety to child and others within household: <ul style="list-style-type: none"> ● Siblings ● Extended family 	Online Google meeting - Pastoral Team twice weekly
Child's capacity to return to school with limited transition: Safety plan review date:	
Form Completed by:	
Date Completed:	
Relevant Information discussed with (family member name/social worker)	
Form scrutiny and overview – SLT	T DUCE - DEPUTY HEADTEACHER
Information shared with Local Authority: Date:	

Appendix 2 - Tips and Guidance on using Video Conference tools to support pupils at home

Firstly, to make it clear, video conference lessons are not for everyone, neither is there an expectation that teachers will use video conferencing to support pupils. It is also worth noting that some Teaching Unions advise not to live-stream lessons from teacher's homes. This guidance is for those that wish to use video conferencing as a tool to support pupils at home, as well as to support teachers in avoiding pitfalls that could occur using this technology. There are some risks associated with the use of Video Conferencing and hopefully this guide will help to provide a safe environment for all involved.

Amongst the many different software applications for Video conferencing, Marshland High School only recommends two of these, Google Meet and Zoom. If you are going to use these tools, then make sure you are familiar with them beforehand and trial their use with other teachers before setting up a video conference with pupils. Please also note that Zoom requires participants to be 13 years old to use.

Some Essential Do's

Obtain parental consent for the video meeting. This can be done via email or a Google form.

The meeting should be password protected so only pupils you have invited are able to enter the video conference. The method of sending out the meeting ID (and password for Zoom) should be via school's Gmail or Google Classroom.

Another teacher should be present in your video call. This teacher does not need to take part in the class or even have their own camera/microphone on. They are there as an observer for your own protection.

Think about how you are presenting yourself. Whilst we do not expect you to be wearing work clothing (business dress), there is a requirement that you are clothed appropriately. Additionally, be aware of your language and talk appropriately as if you were in a classroom. Whilst this goes without saying, you still need to be conscious of this. Remember that parents of the pupils may be listening in on the video conference and we all need to maintain teachers' standards.

Be conscious of the background to your video. Whilst being aware of your privacy, you also should have a non-distracting background so pupils focus on the academic message you are giving rather than your room.

Through the use of video conferencing you may witness something of concern and therefore you must report anything of a child protection nature to the schools DSL through CPOMS.

Set video classroom rules (as you would in a classroom).

- Pupils should be adequately dressed.
- Request that pupils keep their microphone on mute unless they are asking a question. Zoom allows you to mute participant's microphones before they enter the video conference.
- Only one person talks at a time. (If you are using Google Meet as you are unable to mute participants microphones)
- Remind pupils about respecting others.
- Inform pupils how to report any safeguarding concerns.

Tips

Encourage pupils to use the chat feature to ask questions. Do take time periodically to check what has been written by pupils and respond to the comments.

Whilst this guidance is not a complete list of do's and don'ts, it is hoped that it will support the safe use of technology. Please look online for further guidance or speak to a member of SLT if you require any further support. Each teaching union has published guidance on Distant/Remote Learning which is worth becoming familiar with.