LADY MARGARET SCHOOL
SAFEGUARDING AND CHILD PROTECTION POLICY

COVID-19 ANNEX

Adopted: 22nd June 2020
Review Date: September 2020

PART 1: GENERAL

1   This Annex supplements the school's Safeguarding and Child Protection Policy ("the S&CP Policy") by summarising key COVID-19 related matters.

2   The Governors take note of the Department for Education's guidance document dated 20th May 2020, "Coronavirus (COVID-19): safeguarding in schools, colleges and other providers" ("the DfE COVID-19 guidance"), and the school will comply with this guidance. The Governors bear in mind that the DfE COVID-19 guidance is an interim document that will be updated. The Senior Leadership Team (SLT) will ensure that any updated guidance from the DfE and the school's local safeguarding partners is complied with.

3   A number of important safeguarding principles remain the same:
   - the best interests of children must always come first
   - if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
   - a DSL or deputy should be available
   - it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
   - children should continue to be protected when they are online

4   It is important that all staff and volunteers are aware of this Annex and are kept up to date as it is revised. It will continue to be made available publicly.

5   The SLT is authorised to make such amendments or additions to this Annex as may be necessary from time to time pending review by the Full Governing Body or the Staffing & General Purposes Committee.

PART 2: PARTICULAR SAFEGUARDING AND CHILD PROTECTION ISSUES

6   Particular issues are set out in alphabetical order.

7   **ADVICE FROM THE SCHOOL'S THREE LOCAL SAFEGUARDING PARTNERS**
        The school's local safeguarding partners are the London Borough of Hammersmith & Fulham (LBHF), the clinical commissioning group and the chief officer of police in the area of LBHF. The school will follow their advice so far as reasonably possible.

8   The Governors draw particular attention to the LBHF guidance document "Safeguarding during Covid-19 - Version 1 2/4/2020". Key points are set out in the relevant sections of this Annex.

9   **ATTENDANCE**
        The Governors draw attention to the attendance section of the DfE COVID-19 guidance. Key points include the following:
        (1)   Local authorities and schools do not need to complete their usual day-to-day attendance processes to follow up on non-attendance;
        (2)   The school should follow up on any child who was expected to attend and does not;
        (3)   The school should take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available;
        (4)   In all circumstances where a vulnerable child does not take up her place at school, or discontinues, the school will notify her social worker.

10   The School has resumed taking its attendance register from 1st June and will continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

11   LBHF advises that if a school is expecting a child of a critical worker or vulnerable child and they do not turn up, follow this up with a phone call to the family and, for vulnerable children, a phone call to the social worker.

12   **CHANGES REGARDING THE WELFARE, HEALTH AND WELLBEING OF STUDENTS RETURNING TO SCHOOL**
        It is important to ensure that relevant safeguarding and welfare information held on all children (including returning children) remains accurate. The School (led by the DSL or deputy) will do all it reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

13   Staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following the partial school closure and should take appropriate action (including updating records).

14   So far as resources allow, the DSL and deputy DSL will support staff and children regarding new concerns (and referrals as appropriate) as more children return

15   **CHILDREN MOVING SCHOOL**
It will be important for any school whose children are attending another setting 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 VSH with responsibility for the child.

16   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 VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable.

17   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 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.

18   **CLUSTERS**
The school is not currently included in a cluster of schools. Should this change the policy in the following two Paragraphs will apply.

19   Where schools and colleges collaborate and children and/or staff from multiple settings are clustered in one place, the principles in "Keeping children safe in education" (KCSIE) and the DfE COVID-19 guidance continue to apply. In particular, the school or college that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required.

20   LBHF advises that the principles in KCSIE still apply within clusters. Make sure there is a DSL available in person, virtually or on the phone and a senior staff member who can take responsibility for safeguarding on site.

21   **CONCERNS ABOUT A CHILD**
It remains very important that all staff and volunteers act immediately on any safeguarding concerns, including new concerns where children are returning. They should follow the provisions of the S&CP Policy (see para 86 et seq), including filling out a red form.

22   Reporting child protection concerns to LBHF remains the same. Contact the initial

consultation and advice team, also known as the front door (0208 753 6600).

23   Make sure when communicating with social workers that you let them know how they can reach the school or key staff like the Head Teacher and DSL as normal numbers may not be working in the same way.

24   LBHF has created a virtual process for initial and review child protection conference and LAC (looked after children) reviews. See the COVID 19 Section of the Lilla Huset website for schools at https://www.thelillahuset.com/links/schools-resources-covid19-updates/

25   All staff will continue to follow school policy. If any member of staff has concerns about a child they must use the school's existing procedures and refer the issue straight away to the DSL or Deputy DSL.

26   **CONCERNS ABOUT A STAFF MEMBER OR VOLUNTEER WHO MAY POSE A SAFEGUARDING RISK TO CHILDREN**
      Staff and volunteers should continue to apply the provisions of Appendix 1 of the S&CP Policy and the principles in part 4 of KCSIE.

27   LBHF's advice includes the following:
      (1)   For any concerns or allegations against staff or volunteers continue to complete the consult and referral form and send it to LADO@lbhf.gov.uk. A referral form will be put up on the COVID 19 Section for schools on the Lilla Huset website.
      (2)   Professionals accepting volunteers during this time need to keep a healthy professional suspicion and follow all safer recruitment processes. Unfortunately during times of crisis people who shouldn't be working with children try to gain entry.

28   **DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DSL**
      The school's arrangements are as follows. The school has a trained DSL and Deputy DSL and they are available on site.

29   The optimal scenario for any school is to have a trained DSL or deputy available on site. The Governors recognise that this may become impossible and where this is the case the SLT should consider two options:
      (1)   a trained DSL or deputy from the school can be available to be contacted via phone or online video;
      (2)   sharing trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video).

30   Where a trained DSL or deputy is not on site, a senior leader will take responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, 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 at the school or college.

31   All school and college staff and volunteers should have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.

32   Since DSL training is very unlikely to take place during this period that 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.

33   LBHF's advice is to the same effect. If a DSL safeguarding training expires during this time and we aren't able to find any suitable online training, the DSL can continue in the role and update training at a later point.

34   **FREE SCHOOL MEALS AND VOUCHERS**
      All students in receipt of Free School Meals have been contacted by the school. Whilst the school canteen is not in operation, parents of students in receipt of Free School Meals receive e-vouchers to the value of £3.00 per day per student. Parents receive the vouchers once a fortnight, so £30.00 worth of vouchers every two weeks per student. This process is managed by the school admin team.

35   **LOGS AND RECORDS**
      It is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers will be in the school and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

36   Keep a log of all staff on site each day and follow the normal sign in and sign out processes.

37   Keep a log of calls to students and of any 1:1 contact with students, which will then be kept centrally by the DSL.

38   Schools must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

39   The single central record should be updated with new staff and any changes.

40   **LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN**
      It remains very important that all staff work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

41   **MENTAL HEALTH**
      Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home.

42   Where they are providing for children of critical workers and vulnerable children on site, schools and colleges should ensure appropriate support is in place for them.

43 **ONLINE RADICALISATION**
The closure of schools means that opportunities for children to talk to and play with friends will be limited to online interaction. This will almost certainly lead to children spending more time online. Boredom could cause children to engage with new groups or individuals and this could make them vulnerable to those looking to influence young people in dangerous ways.

44 Online radicalisation may be hard for parents to notice. There are a number of possible signs that someone may need some help such as increased instances of:
• Exploring new and unusual websites, chat forums and platforms due to boredom or frustration.
• Joining new or secret groups since isolation.
• Speaking with new friends or being secretive about chats during online gaming or in forums.
• A strong desire to seek new meaning, identity and purpose.
• Using language you wouldn't expect them to know.
• Watching, sharing or creating films online linked to religious, political or racial hate.

45 Therefore the school will give parents appropriate advice about the dangers of online radicalisation and the DSL will always be available to talk to parents about their concerns, to give advice and to get extra support if needed.

46 **ONLINE SAFETY**
The Governors draw attention to the online safety sections of the COVID-19 guidance. Key points include the following:
(1) The school should continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school or college's IT systems or recommended resources.
(2) The School should consider who has the technical knowledge to maintain safe IT arrangements and should also consider contingency arrangements if their IT staff become unavailable.
(3) all staff who interact with children, including online, should continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the S&CP Policy and where appropriate referrals should still be made to children's social care and the police.
(4) The starting point for online teaching should be that the same principles as set out in the school's staff behaviour policy.
(5) The School should ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
(6) The school should ensuring 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 back to the school or college this should 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

(7) Communications with parents and carers should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

(8) Support for parents and carers to keep their children safe online includes:
- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

(9) Government has also provided:
- support for parents and carers to keep children safe from online harms, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- support to stay safe online includes security and privacy settings, blocking unsuitable content, and parental controls

(10) The school will share this support with parents and carers.

47 PEER ON PEER ABUSE

The school will continue to follow the guidance contained in KCSIE and in particular the guidance at paras 27, 28, 97 and 98 and pages 86 to 89 and to apply the principles set out in the S&CP Policy (see Para 61 et seq).

48 The Governors however appreciate that, given the very different circumstances schools are now operating in, a revised process is required for managing any report of such abuse and supporting victims.

49   The revised approach is as follows: Where a member of staff is made aware of peer on peer abuse occurring, they will follow established school policy and alert the DSL or Deputy DSL. The DSL will then contact the parents of students concerned and, where appropriate, external agencies.

50   The principles set out in part 5 of KCSIE will continue to inform the revised approach.

51   **SAFER RECRUITMENT, VOLUNTEERS AND MOVEMENT OF STAFF**
        The Governors draw attention to the section of the DfE COVID-19 guidance dealing with this subject. Key points include the following:
        (1)   It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If schools and colleges are recruiting new staff, they should continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE.
        (2)   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.
        (3)   Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
        (4)   Where a member of the school workforce is already engaging in regulated activity and already has the appropriate DBS check, there is no expectation that a new DBS check should be obtained where they temporarily move to another school or college to support the care of children.
        (5)   The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above) and can seek assurance from the current employer rather than requiring new checks.
        (6)   Schools and colleges should 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

35   LBHF's advice includes the following:
        (1)   Professionals accepting volunteers during this time need to keep a healthy professional suspicion and follow all safer recruitment processes. Unfortunately during times of crisis people who shouldn't be working with children try to gain entry.
        (2)   Schools recruiting new staff should follow all safer recruitment process and make sure staff are inducted to all of the school's policies and any new guidelines you are following around online learning. If these staff are taking over virtual lessons with students, think about how you will make these introductions.

52   **STAFF/STUDENT CONTACT**
      LBHF's advice includes the following:
      (1)   Give clear guidance to staff if they are making contact with students via the phone or web.
      (2)   Include recommendations around appropriate hours. Have an appropriate begin and end time (e.g. not before 7 am or past 7 pm).
      (3)   Keep a log of calls to students and of any 1:1 contact with students, which will then be kept centrally by the DSL.

53   **STAFF TRAINING AND SAFEGUARDING INDUCTION**
      All existing school staff will already have had safeguarding training and have read part 1 of KCSIE. The important thing for these staff will be awareness of any new local arrangements so they know what to do if they are worried about a child.

54   Where new staff is recruited, or new volunteers enter the school or college, they should continue to be provided with a safeguarding induction. An up to date child protection policy (described above) will support this process as will part 1 of KCSIE.

55   The existing school and college workforce may move between schools and colleges on a temporary basis in response to COVID-19. The receiving school or college should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

56   **STUDENTS ATTENDING THE SCHOOL IN PERSON**
      An increasing number of students will be attending the school in person notwithstanding the Covid-19 outbreak. The SLT will from time to time make arrangements to protect their health and the health of staff and visitors.

57   The Governors endorse the current arrangements set out in the following Protocols and Plan prepared by the Head Teacher:
      Wider Re-opening at Lady Margaret School June 22nd 2020 – (Students in Years 7-9 and 10 already attending school prior to June 22nd);
      Wider Re-opening at Lady Margaret School June 22nd 2020 – (Students in Year 10);
      Wider Re-opening at Lady Margaret School June 22nd 2020 – (Students in Year 12);
      Wider Re-opening at Lady Margaret School 22nd June 2020 Staff Protocol;
      Lady Margaret School Post-Lockdown Plan June 2020.

58   **VULNERABLE CHILDREN AND CHILDREN THE SCHOOL IS CONCERNED ABOUT WHO DO NOT MEET THE "VULNERABLE" DEFINITION**
      Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

59   There is an expectation that children with a social worker will attend school unless, in consultation with the child's social worker and family, it is agreed this is not in the best

interests of the child.

60   Senior leaders, especially DSLs (and deputies), know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support. Staff will continue to work with and support children's social workers to help protect vulnerable children.

61   The school will follow the advice of LBHF so far as reasonably possible. The key points are:
      (1)   Vulnerable children includes CP and CIN students and schools may also have their own wider vulnerable lists.
      (2)   Where a vulnerable child is not attending school, the DSL or nominated teacher will maintain at least weekly contact with the child/family to check on progress of school work and the welfare of the child.
      (3)   Raise any concerns with the child's social worker as needed.

62   Heads of Years are in regular contact with students in their year groups. They monitor engagement in learning through Show My Homework. They work closely with members of SLT in monitoring and supporting vulnerable students. Vulnerable students are amongst those attending school each day from 9am-2pm

63   **WEBSITE**
      In student areas on the school website students have access to support and tips for young people.