

# Frederick Bremer School



## Child Protection and Safeguarding: COVID-19 Addendum to Safeguarding Policy

April 2020



# Frederick Bremer School – Child Protection and Safeguarding Policy: COVID-19 addendum

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## 1. Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Ben Lyon	<a href="mailto:b.lyon@bremer.waltham.sch.uk">b.lyon@bremer.waltham.sch.uk</a>
Deputy DSL	Alex Palombo	<a href="mailto:a.palombo@bremer.waltham.sch.uk">a.palombo@bremer.waltham.sch.uk</a>
Other contactable DSL(s) and/or deputy DSL(s):	Deborah Davies	<a href="mailto:d.davies@bremer.waltham.sch.uk">d.davies@bremer.waltham.sch.uk</a>
Designated member of senior leadership team if DSL (and deputy) can't be on site	Jo Kaltak	<a href="mailto:j.kaltak@bremer.waltham.sch.uk">j.kaltak@bremer.waltham.sch.uk</a>
Headteacher	Jenny Smith	<a href="mailto:j.smith@bremer.waltham.sch.uk">j.smith@bremer.waltham.sch.uk</a>
Local authority designated officer (LADO)	Gill Nash	<a href="mailto:lado@walthamforest.gov.uk">lado@walthamforest.gov.uk</a> 020 8496 3646 / 07791 559 789
Chair of governors	Michelle Hegarty	<a href="mailto:cog@bremer.waltham.sch.uk">cog@bremer.waltham.sch.uk</a>

## 2. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners (a) Waltham Forest Council (b) NHS Waltham Forest, Newham and Tower Hamlets CCGs (c) Waltham Forest and Newham Police and local authority (LA) London Borough of Waltham Forest.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

This Addendum is divided into 3 sections:

- A) Safeguarding Provision for all pupils
- B) Safeguarding Provision for vulnerable pupils
- C) Safeguarding Provision for pupils attending the Hub

# Section A: Safeguarding for all pupils

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## 3. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

The best interests of children must come first

If anyone has a safeguarding concern about any child, they should continue to act on it immediately



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A designated safeguarding lead (DSL) or deputy should be available at all times (see [section 1](#) 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

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 normal safeguarding procedures

For children at home, they 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
- Children are likely to be spending more time online during this period – see [section 7](#) below for our approach to online safety both in and outside school.

See [section 8](#) below for information on how we will support pupils' mental health.

### 4. 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 still attending school and those at home.

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.

#### Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

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

The following guidance is currently in place:

#### Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with as per the safeguarding and child protection policy, and where appropriate referral should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in Frederick Bremer School's code of conduct.

Frederick Bremer will ensure any use of online learning tools and systems is in line with the privacy and data protection/GDPR requirements.

#### E-learning

In order to safeguard pupils, staff will not deliver 'live lessons' to pupils nor use conferencing facilities. All communication with pupils will be carried out via email and written platforms within google suite. The following guidance exists to cover this approach but also protect staff and pupils should there be any exceptions to this approach / change in order to meet the remote needs of pupils' learning:

#### Use school channels to communicate



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As always, staff shouldn't communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).

### What to do in different scenarios

If teachers are uploading resources to an open Google Drive

Make sure there's nothing that can identify pupils in the resources, like their names or comments addressed specifically to them, as anyone with the link can view what's in the Drive.

### If you're using Google Classroom to set work and communicate

If you allow pupils to comment, tell them they should only be talking about school work in the 'Stream' and that they could be muted (prevented from posting or commenting) for posting anything inappropriate or bullying.

Give parents the chance to opt out of their child posting in the 'Stream' too. If they opt their child out, mute them.

### If teachers are recording videos to share through YouTube

They must:

- Record against a neutral background
- Avoid recording in their bedroom if they can (if that's not possible, use a neutral background)
- Dress like they would for school - no pyjamas!
- Double check what other tabs they have open in their browser, if they're sharing their screen (e.g. no search results for adult content open in another tab)
- Use professional language

If they have a personal account where they've created playlists, they should set up a separate work account.

Staff should:

- Set their videos to 'Unlisted' so that only people who have the link (e.g. parents who you've emailed) will be able to see the video
- Set the audience as 'Made for kids', so that adverts won't appear at the start of the video, and comments will be disabled

### If you're using Google Hangouts Meet

Although the school will not be using this for classes or individual pupils, it could potentially provide a useful platform for maintaining contact with the pupil leadership team for example.

As with recording video clips for learning staff must:

- Sit against a neutral background
- Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school - no pyjamas!
- Double check what other tabs they have open in their browser, if they're sharing their screen (e.g. no search results for adult content open in another tab)
- Use professional language
- Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either! Alternatively, you could ask them to turn their cameras off
- Ask parents who'll also be there to be mindful of the fact that other children might see or hear them and what's in the background
- Make a recording so there's something to go back to later on if you need to, and keep a log of who's doing hangouts and when. Check that parents are happy with you making recordings first - tell them it's for school records only



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### Teachers phoning pupils

In exceptional circumstances, such as a remote welfare check on a vulnerable pupil, designated members of the safeguarding team could be phoning pupils

Tell them to:

- Do this through parents' phones, particularly in primary school, and in all cases make sure parents are aware and agree
- Do it in school hours as much as possible
- Make sure someone else at school is aware and they keep a record of the date and time
- Have a parent there at the child's end, and have the phone on speaker phone
- Either use an app like 3cx that routes calls through your school's number rather than their own, or block their number so parents don't see it (give parents a heads up of what time you'll be calling if blocking numbers, so they're more likely to pick up). If possible, have another member of staff there. If that's not possible, record the phone call, with parents' permission. Explain you're recording for school records only
- If they're using video calling, take the same steps as above.

### 5. 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.

The primary means of recording concerns will still be our CPOMs systems which will be regularly monitored by our safeguarding leads. If staff are in any doubt about the best route forward with a concern they should contact the Designated Safeguarding Lead, Ben Lyon directly: [b.lyon@bremer.waltham.sch.uk](mailto:b.lyon@bremer.waltham.sch.uk)

### 6. Concerns about a staff member 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/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](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

### 7. Online safety

#### In school

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

If our regular in-house IT staff are unavailable, our contingency plan is to contact the IT support company Joskos directly.

#### Outside school

Where staff are interacting with children online, they will continue to follow our existing code of conduct and IT acceptable use policy. All communication with pupils will take place within google suite. Staff will not be doing 'live' lessons nor any visual communication with pupils or their families.



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We will be sharing advice and guidance on online safety for parents and pupils in our weekly parental briefings

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 4](#) 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.

### 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, 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 remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online - this can be found at <https://www.bremer.org.uk/e-safety/>

## 8. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Pupils with ongoing counselling and mental health support have been identified as vulnerable and will be contacted each week to check on their well-being.

Please refer to our well-being page for further links and guidance: <https://www.fbwellbeingzone.com/>

We will also signpost all pupils, parents 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.

## 9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. These children may, for example, have previously had an allocated Social Worker. In such cases the school has a plan to make regular contact should they not be attending school.

If these children will not be attending school, we will put a contact plan in place, as explained in [section 10](#) below.

# Section B: Safeguarding for vulnerable pupils

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The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
- With a child protection plan
- Assessed as being in need
- Looked after by the local authority
- Have an education, health and care (EHC) plan



## 10. Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate
- 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
  - How staff will make contact – this will be over the phone, doorstep visits, or a combination of both
- All vulnerable pupils are discussed weekly with an update on their well-being and the effectiveness of our remote arrangements in meeting their needs

We have agreed these plans with children's social care where relevant, and will review them fortnightly throughout the school closure.

If we can't make contact, we will contact children's social care or the police.

# Section C: Safeguarding for pupils attending the Hub

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## 11. 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 in school, they can be contacted remotely by email (see [Important Contacts](#)).

We will keep all school staff and volunteers informed by email who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for coordinating safeguarding. This will be Ben Lyon. You can contact them by: emailing [b.lyon@bremer.waltham.sch.uk](mailto:b.lyon@bremer.waltham.sch.uk)

The senior leader will be responsible for liaising with the 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

Updating policies and guidance as it develops during the period of closure

## 12. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.



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The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by phone call, or email if we are unable to make contact in this way.
- Notify their social worker, where they have one
- We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

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. Please ensure that you notify the school of any changes to your phone number or email address during this period.

### 13. Staff recruitment, training and induction

#### Recruiting new staff and volunteers

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

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

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 167-172 of Keeping Children Safe in Education.

#### Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. These checks will be overseen by the Senior Teacher on site for the given day and checked by the Designated safeguarding Lead on a weekly basis.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

#### 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
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1
- We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:
  - A copy of our child protection policy and this addendum
  - Confirmation of local processes
  - Confirmation of DSL arrangements

#### Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

Everyone working or volunteering in our school each day, including staff 'on loan'



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Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

### 14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head
- Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in [section 1](#) will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

### 15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners; the LA or DfE is updated, and as a minimum every 4 weeks by the Designated safeguarding Lead. At every review, it will be approved by the full governing board.

### 16. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Behaviour Policy (including anti-bullying policy)