Child protection and safeguarding policy and procedures

In line with Keeping Children Safe in Education September 2020

Addendum in Response to Covid-19

Governing Board with Responsibility	Full Governing Board
Reviewed/Revised	January 2021
Date of Next Review	April 2021
Agreed by Governors	04.02.2021
Additional Notes	The policy will be reviewed as determined by either the school or the Governing Board

Princess Frederica CE VA Primary School recognises its responsibility for child protection and safeguarding

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Julia Griffin	safeguarding@princessfrederica.com 02089 697756
Deputy DSL	Anthony Richards (HT)	safeguarding@princessfrederica.com 02089 697756
Headteacher	Anthony Richards (HT)	FAO A Richards admin@princessfrederica.com
Local authority designated officer (LADO)	Yvonne Prince	family.frontdoor@brent.gov.uk 02089 374300
Chair of governors	Marianne Jenkins Reverend Will Leaf	mjenkins@princessfrederica.com wleaf@princessfrederica.com

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from the local authority, the clinical commissioning group for Brent and the chief officer of police for Brent.

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.

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

● are assessed as being in need under section 17 of the Children Act 1989:

  ● With a child in need plan

  ● A child protection plan

  ● A looked-after child

● Have an education, health and care (EHC) plan

● Have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:

  ● children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services

  ● adopted children or children on a special guardianship order

  ● those at risk of becoming NEET ('not in employment, education or training')

  ● those living in temporary accommodation

  ● those who are young carers

  ● those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)

  ● care leavers

  ● others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

2. 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

● A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)

● It's essential that unsuitable people don't enter the school workforce or gain access to children

● Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

Staff have been informed that they must continue to report child protection concerns to the DSL by using the school's safeguarding referral form. The referral form will be sent to both the DSL or Deputy DSL (likelihood is at least one will be physically on site and the other will be available at home) and a response given by the end of the day (before 3:30pm). If no response is received, the member of staff should contact the Family Front Door and speak to the advisor on duty and communicate this to the DSL and Deputy DSL.

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. A weekly phone call is being made by the school and contact maintained with the social worker where an acceptable reason has been given as to why the child is not attending school. If the child is not attending school, this is communicated clearly with the social worker so they are in agreement with the approach adopted for the child. The teacher will also communicate with the DSL or Deputy DSL if child is not present for live lessons on any given day.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will keep all school staff and volunteers informed by email to who will be the DSL (or deputy) on any given day, and how to contact them (where there is continuation of one person, a daily message will not be used).

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 co-ordinating safeguarding. This will only be in circumstances such as a lunch off-site or a late start/early finish for wellbeing/risk assessment reasons. Where a DSL or deputy DSL is not on site for the whole day, the deputy Headteacher will assume responsibility for safeguarding and discuss any safeguarding issues with either the DSL or deputy DSL by phone or video call.

The deputy headteacher will be responsible for liaising with the off-site DSL (or deputy) to make sure they (DHT) can:

● Identify the most vulnerable children in school

● Update and manage access to child protection files, where necessary

● Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with children's social care, 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:

● The Brent Family Front Door is operating normally, as is the consultation line.

● Our social workers are continuing to visit homes where a risk assessment has evidenced that this is necessary; otherwise, we are using video and telephone calls to continue our work with families.

● Child Protection Conferences, Looked After Children Reviews and professional's meetings are continuing through telephone conferences. A representative from the school will continue to be invited to these processes and their contribution is essential to monitor safeguarding arrangements.

6. 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.

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 calling straight away and then on an at least weekly basis.
- If applicable, notify their social worker about the on-going situation with regards to schooling.

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We are monitoring access to live teaching with class teachers from Reception to Year 6 completing a daily register and sending this to the attendance officer and deputy headteacher on a daily basis.

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.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse (Part 5: Page 69: Point 267-289: Child on Child Sexual Violence and Sexual Harassment).

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education (Part 4: Page 56: Point 211-266: Allegations of abuse made against teachers, and other staff, including supply teachers and volunteers).

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

Staff are aware that any concerns about a member of staff should be directed to A Richards (HT) and concerns about A Richards directed to M Jenkins or W Leaf. This is the same as in main policy.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. 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. This will be balanced with staffing needs, risk assessments and the best interests of the child.

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

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

We have agreed these plans with children's social care where relevant, and will review them when needed. If we can't make contact, we will first make contact with the assigned social worker. If this is not possible, we will contact Brent Family Front Door. We will follow their guidance from there.

11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to live learning over a series of days

- No contact from children or families

- Seeming more withdrawn during any lessons or conversations

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

12. Online safety

12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. The main one is the LGFL filtering service the school uses.

12.2 Outside school

Where staff are interacting with children online, they will continue to follow both the existing staff code of conduct, the IT acceptable use policy and the Google code of conduct.

Work completed at home will be assessed both through self-marking at home and submission of work through the school's chosen platform (Purple Mash or Google Classroom).

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

12.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online

- Know what our school is asking children to do online, 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

12.4 Further support

- o Childline: www.childline.org.uk
- o UK Safer Internet Centre's 'Report Harmful Content': https://reportharmfulcontent.com
- o National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): www.ceop.police.uk/safety-centre

13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

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, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health. This will be considered on an on-going basis when thinking about the school's remote curriculum.

Staff are encouraged to talk to other staff members about how they are feeling and any mental health concerns. Senior members are available to talk to individual staff members. https://www.educationsupport.org.uk/ is an additional support mechanism for staff who wish to speak to someone not connected with the school and can offer expert advice and support on a range of issues that might be causing concern.

14. Staff recruitment, training and induction

14.1 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 (Page 33: Point 131-210: Part three: Safer recruitment).

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 information in part 3 of Keeping Children Safe in Education (with particular focus on using the flowchart on DBS checks on page 43).

14.2 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.

14.3 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 including signing to confirm they have read the most up to date staff handbook
- 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 DSL arrangements

At present, there is no plan to accept children who attend schools in neighbouring local authorities. Princess Frederica will work together with the Kilburn Hub.

14.4 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.

A risk assessment will note email evidence from the applicable Headteacher if a member of staff is being loaned to school with that person's name and DOB. This will be printed and senior member of staff on duty at Princess Frederica will check ID document on the day and write both their initials, ID they have seen and the date this was seen on the print out. This will then be logged in the Covid-19 file at school.

15. 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

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

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

16. 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 to 8 weeks by A Richards and with a select group of available governors.

17. Links with other policies

This policy links to the following policies and procedures:

● Child protection policy

● Staff Code of Conduct

● IT acceptable use policy

● Health and safety policy

● Online safety policy

● Behaviour Policy

● Anti-Bullying Policy

● Whistleblowing Policy

18. The Kilburn Hub

ARK Franklin Primary Academy Kilburn

Carlton Vale Infant School Kilburn

College Green Nursery School and Services Kilburn

Granville Plus Nursery School Kilburn

Islamia Primary School Kilburn

Kilburn Grange School Kilburn

Malorees Infant School Kilburn

Malorees Junior School Kilburn

Mora Primary School Kilburn

Queens Park Community School Kilburn

Salusbury Primary School Kilburn

St Mary's RC Primary School Kilburn

The Kilburn Park School Foundation Kilburn

19. Additional support and links

As well as through existing school mechanisms, learners, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:

- Childline: www.childline.org.uk
- NSPCC: https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/
- Education Support: https://www.educationsupport.org.uk/

DfE Guidance
- Closure of educational settings: information for parents and carers: www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers
- Children of critical workers and vulnerable children who can access schools or educational settings: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision
- Coronavirus (COVID-19): attendance recording for educational settings: www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings

Specific Links relating to Coronavirus for Learners and Parents/Carers
- Brent Council: https://www.brent.gov.uk/coronavirus
- Childline: www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/
- www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/
- Young Minds: https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/
- Children's Commissioner: Children's guide to coronavirus: www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/
- Childen's Commissioner: Resources for parents during coronavirus: www.childrenscommissioner.gov.uk/coronavirus/resources/
- Sport England: www.sportengland.org/stayinworkout

Online Safety
- NCA-CEOP: www.thinkuknow.co.uk/
- Internet Matters: www.internetmatters.org/
- Childnet: www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19
- UK Safer Internet Centre: www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc
- NSPCC: www.nspcc.org.uk/keeping-children-safe/online-safety/
- Parent Info: https://parentinfo.org/
- BBC Own it: www.bbc.com/ownit

Domestic Abuse

- Domestic Abuse Services: https://www.brent.gov.uk/your-community/crime-and-community-safety/domestic-abuse-and-vawg/
- Refuge: For women and children, Against domestic abuse: https://www.nationaldahelpline.org.uk/