

4.15b

Safeguarding Policy Addendum

in response to COVID-19 and potential changes in working practice

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ISI Policy Code	
Scope of policy	EYFS, Pre Prep and Prep School

During any period of remote working Saint Ronan's School Safeguarding policy continues to outline the expectations for all staff in line with government and ISI guidance, including KCSIE 2020 and amended guidance from the Safer Recruitment Consortium (April 2020)

The key principles remain in place:

- The welfare of the child is paramount and the school (virtual or on site) is a safe environment
- Online safety remains a high priority for pupils and staff and staff should react immediately over any concerns.
- The DSL or a deputy should always be available for pupils, staff and parents to report or discuss concerns and all staff must be aware of the mechanism for contacting the DSL

This annexe to the main policy highlights changes to practice or where additional emphasis is needed to ensure the safeguarding and welfare of staff, pupils and parents.

Risk Assessments

Risk assessments for re-opening the school must link the Health & Safety and Safeguarding policies. A continued focus must be maintained on pupil, staff and parent safety and well-being.

Staff must be informed of changes to Health & Safety and Safeguarding practices.

Reporting safeguarding concerns

Contact details for our safeguarding team remain as in the Safeguarding Policy. Each member of the Safeguarding Team can be contacted by e mail. In addition the DSL can be contacted on safeguarding@saintronans.co.uk

All concerns must be reported as soon as possible to the DSL or a deputy DSL via email.

Pupils have an online access to the “I am concerned” button to report and worries. This link goes directly to the Pastoral Team, who liaise with the DSL.

Recording information will take place in the usual way using **The Green Form** and passed to the DSL.

Regular meetings will continue to be held by the Safeguarding team to raise issues surrounding the care and safety of pupils including online safety.

Staff should be open to the possibility that new safeguarding issues may be identified as a result of lockdown, and that usual school referral procedures must be followed when address these.

Referrals to the Kent Safeguarding Children Board via the Front Door continue to be made in the usual way.

DSLs must keep abreast of any changes to the Government guidelines and local referral processes as indicated by The Education People.

Kent Education Safeguarding Service:

Tunbridge Wells Education Children’s services: 03000 412284
Integrated Front Door: 03000 411111 (outside office hours 03000 419191)
Early Help Contacts (district teams) can be found on www.kelsi.org.uk

The Local Authority Designated Officer (LADO) deals with allegations against staff who work with children either in education or the wider workforce.
To contact the LADO Team please call 03000 41 08 88 or email kentchildrenslado@kent.gov.uk

Power and positions of trust and Authority:

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to the DSL or Senior Management. This is as relevant in the online work, as it is in the classroom; staff engaging with pupils and/or parents online have a responsibility to model safe practice at all times.

Dress and Appearance

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. The following points should be considered:

- Think about the background; photos, artwork, identifying features, mirrors.
- Staff and pupils should be in living/communal areas- no bedrooms
- Staff and pupils should be fully dressed

- Resources/videos must be age appropriate- the child may not have support immediately to hand at home if they feel distressed or anxious about content.

It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and/ or the parent immediately and end the online interaction if necessary.

One to one situations

If the school must remain open with only one or two children, there should be more than one member of staff to meet fire safety, first aid, supervision and other emergency procedures.

Use of technology for online/virtual teaching

All staff involved in virtual teaching must be briefed on best practise and any temporary changes to policy/procedures.

Virtual learning must only take place during normal school hours.

All live teaching should be conducted via Microsoft Teams.

Staff should be aware of issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupil.

Collectively the DSL and all members of the SMT have the ability to drop into any virtual lesson at any time.

If staff need to contact a pupil or parent by phone they should always use the caller withheld facility to ensure that the pupil/parent is not able to identify the staff members personal contact details.

Classroom behaviour

Staff should endeavour to instil good class behaviour online. At a time when pupils feel more anxious and less secure of their boundaries, staff should continue to reinforce positive interactions and expect high levels of mutual respect.

Some pupils may push the class code of conduct further in the absence of a physical teacher and staff need to ensure fair and equitable behaviour in the virtual learning space.

Greater time may need to be spent encouraging pupils to speak up and contribute to remote learning sessions while others may benefit more from using a channelled approach.

Sensitivity needs to be given to pupils who may not return to the classroom even though their year group is back in school due to home circumstances or shielding of vulnerable parents or

Teachers should sign in and sign out pupils from Microsoft teams in live learning, to ensure children do not communicate outside of lesson time using this medium.

Peer on Peer abuse

All staff should be aware of the signs of peer on peer abuse and be equipped to tackle incidents or disagreements between pupils even though they are not in the physical classroom.

Staff should be aware that any online bullying is potentially a safeguarding issue.

All pupils must be taught how they can access support and who they can turn to if they have a concern.

At a time when pupils feel more anxious and less secure of their boundaries, staff should continue to reinforce positive interactions and expect high levels of mutual respect.

Pupils should know and be reminded, whom they can contact for help and support, whether pastoral or academic, as well as how to report any concerns, including online bullying

On-line safety

Staff must do all they reasonably can to keep children safe on-line at home as well as at school.

At a time of increased internet net use, staff need to be aware of the on-line safety recommendations for each age group.

Regular reinforcement of on-line safety and promoting positive working habits e.g. consider the effects of pupils being isolated on their computers for several hours, should form part of the continuing curriculum.

As well as reporting routes back to the school, this should also signpost children to age appropriate practical support from, for example:

Childline - for support

UK Safer Internet Centre - to report and remove harmful online content

CEOP - for advice on making a report about online abuse

Specific mention should be made of increased social media pressure on pupils at this time.

The following sites are recommended:

<https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>

<https://www.thinkuknow.co.uk>

<https://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Support for parents

Parents will be made aware of the safeguarding arrangements that have been put in place during the period of remote learning.

At a time of heightened anxiety but also given that pupils will have greater freedom to being online to be online, parents may need further guidance about helping their children remain safe online.

To help with this the following sites are recommended for information and support:

Net-aware - for support for parents and careers from the NSPCC Thinkuknow -

for advice from the National Crime Agency to stay safe online UK Safer

Internet Centre - advice for parents and carers

Vulnerable children

DSLs and form teachers have an important role in supporting all families but especially those with more vulnerable children. This will be especially important during the COVID-19 period.

Staff should continue to work with and support children's social workers to help protect vulnerable children.

Communication is key – Daily registration with one personal weekly contact is expected by tutors for all families with follow up where necessary.

Sharing information between form teachers and DSLs remains critical and there will be regular pastoral meetings as well as passing on information via The Green form and emails.

Mental Health: staff and pupil well-being

The well-being of staff, pupils and all the Saint Ronan families is a high priority at this unprecedented and stressful time.

Teachers should be aware of the impact of current circumstances on mental health of those pupils who are continuing to work from home, including when setting expectations of pupil's work.

Respect for home-work balance in all families and households should be considered and this may require additional patience and flexibility from all sides.

Clarity in communication will help keep all informed while reducing email traffic will ensure the important messages get through.

Where there may be additional stress due to illness or uncertainty, a supportive approach which can offer help or sign post further assistance will be most effective.

Safer recruitment

All safer recruitment procedures must continue to be followed in line with KCSIE 2020.

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.

No new DBS checks or references will be required for staff shielding or on furlough.

Any newly appointed staff must follow current induction processes including all safeguarding and child protection procedures

Site Access in the event of lockdown

Access to school site is restricted to all but staff who are required to work and cannot work from home; specific parts of the site are open based on a risk assessed approach.

Parents are not allowed to enter any building.

Staff must wear their identity pass at all times.

The site will be locked and staff should use their security passes to access the space they are working in.

Staff must actively follow social distancing and good hand washing discipline.

Academic staff should leave promptly at the end of their day so cleaning can take place.

Other staff that wish to come to site should request permission from the Bursar.

Whistleblowing

Staff should escalate their concerns if they believe a child or children are not being protected.

Report any behaviour by colleagues that raises concern

Report allegations against staff to the DSL or Headmaster.