

**COVID-19 arrangements for**  
**Safeguarding and Child protection**  
**at The Three Schools**

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

**(In this policy known as the Three Schools)**



**(Adopted from Buckinghamshire Council Policy April 2020)**

This policy was agreed by the Governing Body – **April 2020**

The policy is to be reviewed by – **September 2021**

**(As part of Annual Child Protection Policy Review)**

(Copies of this policy are available for staff, parents, visitors and  
volunteers on request from the school office)

## **School (The Three Schools)**

Swanbourne CE School, Mursley CE School, Drayton Parslow Village School and Kingfishers Pre-School

## **Policy owners**

Carol-Anne McCollum and David May (Executive Co-Headteachers)

## **Date**

April 2020

## **Date shared with governors and trustees**

April 2020

## **Date shared with staff**

April 2020

**The safety and welfare of all children must always be The Three Schools' priority and the principles within the Keeping Children Safe in Education (KCSiE) 2019 and our Child Protection Policy still apply.**

## **Designated Safeguarding Lead**

A member of the DSL team will always be available during school hours. The optimal scenario is to have a trained DSL (or Deputy DSL) available on site. During the period of school closure, it is planned that a DSL will be on site at all times - David May will be on site Mondays (**excluding Bank Holiday Mondays**), Wednesdays and Fridays and Carol-Anne McCollum will be on site Tuesdays and Thursdays. Where this arrangement is not possible, a trained DSL or Deputy DSL (DDSL) will be available to be contacted via phone or online video - for example when working from home.

The DSLs (David May and Carol-Anne McCollum) will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## **Responsibilities**

We continue to take a whole school approach to safeguarding and it is the responsibility of all staff to report any concerns that they may have for the safety and/or welfare of any children with whom they have contact. This contact may be via e-mail, virtual teaching, through a phone call or directly with the child.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

A written notification, Letter of Assurance, will be obtained from a setting or school if any of their staff members come to work at The Three Schools and a risk assessment will be put in place.

Any volunteers coming into The Three Schools, will be subject to relevant checks being completed as set out in paragraphs 167 to 172 of KCSiE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. A risk assessment will be put in place on an individual basis.

Any staff or volunteers, carrying out duties in this school, who are usually based in another setting, will read the school's Child Protection Policy and KCSiE 2019, Part 1 and Annexe A. They will be informed of who the DSLs are and made aware of the school and local procedures for reporting concerns.

Induction to safeguarding training will be completed by the DSL or DDSL for any volunteers who are not familiar with our schools.

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that The Three Schools are aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The Three Schools will continue to keep the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 155 in KCSiE.

Our Executive Co-Headteachers (David May and Carol-Anne McCollum) will ensure that they keep informed of any up to date information, both at a local or national level, as a result of COVID-19, that will impact the welfare of all students within The Three Schools and will ensure that relevant information is shared with all staff, including any staff who may be carrying out temporary duties.

The Executive Co-Headteachers (David May and Carol-Anne McCollum) will ensure that the child protection files are kept up to date and any required information is shared with the relevant agencies.

All staff must be made aware of how to report any welfare concerns – Using the **Child Protection reporting form (Blue form)** and follow all existing procedures.

All staff continue to have a duty to report any concerns about the conduct or actions of any other member of staff. This report will be made to the Executive Co-Headteachers or Chair of Governors in accordance with the school's Whistleblowing Policy.

### **Vulnerable children**

Vulnerable children include:

- Children who have a social worker
- Children with Child in Need (CIN) Plans
- Children on Child Protection (CP) Plans
- Looked after children
- Young carers
- Disabled children
- Pupils with Education, Health and Care (EHC) Plans (Supporting pupils aged 0-25 years)

Children who are known to our school and are deemed to be vulnerable will be offered a place in order to continue to attend, **so long as they do not have underlying health conditions that put them at risk**. If, however, we are unable to staff our school due to illness a place will be sought at a nearby setting.

The Three Schools must offer support to those children and parents/carers, who have concerns about the child contracting Covid-19 through attendance at school. School will also refer the guidance published by Public Health England and follow their advice. In cases where the child has a social worker, school must make contact with them to discuss the concerns. Guidance will also be sought from their relevant Local Authority Virtual School Head for children who are looked after (CLA).

The Three Schools must identify those children who are a concern, but do not meet the criteria to be classed as a vulnerable child. These children will be identified by the DSLs/Executive Co-Headteachers through discussions with Deputy DSLs, class teachers and support staff as well as referring to previous safeguarding records/concerns and interventions that have been put in place to support families surrounding a child's welfare and/or family situation.

The Three Schools will remain in contact with these children via a communication plan;

- Class teachers will use **Year group emails** to contact all parents in their class and keep a log of any pupils/families that have not been in contact with the school.
- The DSL will ensure these families are contacted via phone/email and a communication record is maintained to ensure all contact is monitored on a **weekly basis**.
- If it is deemed necessary to undertake door step/welfare visit these should be subject to a full risk assessment including advice on appropriate social distances and should only be carried out using the **Buckinghamshire Council staff PPE flowcharts v10a [abridged for schools]** and with the express approval of the Executive Co-Headteachers (David May and Carol-Anne McCollum).

Those children with an **Education Health Care Plan (EHCP)** should be risk-assessed by their school or college in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college 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. Many children and young people with EHC Plans can safely remain at home.

- Class teachers will use **Year group emails** to contact all parents in their class and keep a log of any pupils/families of pupils with EHC Plans that have not been in contact with the school.
- The DSL will ensure these families are contacted via phone/email and a communication record is maintained to ensure all contact with children who are a concern are monitored on a weekly basis

The Three Schools 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 their relevant Local Authority Virtual School Head for looked-after and previously looked-after children.

The Three Schools will regularly review CP/CIN cases to determine vulnerability and prioritise resources accordingly. **The lead staff for this will be: Executive Co-Headteachers (David May and Carol-Anne McCollum).**

The Three Schools will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

### **Mental health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers at our school will must be aware of this in setting expectations of pupils' work whilst they are at home. The Three Schools will refer to the separate guidance on providing education remotely.

Appropriate support is in place for children of critical workers and vulnerable children attending school. The government guidance [mental health and behaviour in schools](#) will be referred to in order to support mental health issues that can bring about changes in a child's behaviour or emotional state, which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

Support for pupils and students in the current circumstances will include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. Further advice on support can be found on Schoolsweb at; <https://schoolsweb.buckscc.gov.uk/covid-19-corona-virus-latest-advice/covid-19-mental-health-and-well-being/>

### **Online Safety**

All staff are aware of the Three Schools' E-Safety Policy, however during this period of the COVID-19 outbreak, there are other aspects of e-safety that need to be considered.

All staff at The Three Schools must be reminded to familiarise themselves with the following policies and guidance:

- Staff code of conduct
- Acceptable users' policy
- Social media guidance

### **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 a child may be at risk. 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 as required, the police.

The Three Schools will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

At the Three Schools, we will not be delivering 'live' virtual lessons, all teaching sessions delivered by video will be pre-recorded and uploaded onto the **Class Dojo** learning platform app.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by The Three Schools to communicate with pupils (**Class Dojo and Year Group Email Addresses**)
- Staff should record, the length, time, date and attendance of any sessions held.
- Parental consent will be obtained prior to any pupil taking part in a virtual lesson.
- Teachers must not engage in any 1:1 virtual teaching sessions.
- Ensure that ground rules are in place so that the students have a good understanding of how the sessions will be organised and run.
- Consider the needs of vulnerable pupils, such as SEND.

[Guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) is available which could help plan online lessons and/or activities and deliver them safely.

The Three Schools 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 back to school, children will be signposted 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

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In the communications with parents and carers, The Three Schools 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.

Support for parents and carers to keep their children safe online includes:

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

For those students who are still accessing computers at school and therefore are online, school will still continue to ensure that the appropriate filters and monitoring systems are in place.

### **Supporting children not in school**

The Three Schools and its Executive Co-Headteachers/DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and in the weekly Newsletter.

### **Supporting children in school**

The Three Schools will continue to be a safe space for all children to attend and flourish. The Executive Co-Headteachers will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The Three Schools will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID 19.

### **Peer on Peer Abuse**

The Three Schools recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Pupils and parents will be reminded of the procedures to report any concerns surrounding Peer on Peer abuse via the school Newsletter.

The Three Schools recognises that during the period of school closure, children may have more frequent access to online devices, which has the potential to lead to online peer on peer abuse. These would include:

- Sexting
- Online abuse
- Peer-on-peer grooming
- Distribution of youth involved sexualised content
- Harassment

Where a school receives a report of peer on peer abuse, it will be addressed promptly and appropriately, following the principles as set out in part 5 of KCSiE and of those outlined within of the Child Protection Policy.

The school will listen and work with the child, parents/carers and multi-agency partners, including a report to the police, if required, to ensure the safety and security of that young person.

Concerns and actions must be recorded, and appropriate referrals made.

### **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. For those children where it has been agreed between The Three Schools, social workers and parents/carers that children will be attending school, the school will follow up on any pupil who does not arrive at the agreed time.

The Three Schools will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend. In all circumstances where a vulnerable child does not take up their place at school or discontinues, a DSL will notify their social worker.

To support the above, The Three Schools will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

The Department for Education has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

### **Children moving schools and colleges**

If any children are attending another setting, all relevant welfare and child protection information will be shared with that school. All relevant contacts, including social care contacts will also be shared with the school. For looked-after children, any change in school must be led and managed by their relevant Local Authority Virtual School Head. The receiving school must be made aware of the reason the child is vulnerable and any arrangements in place to support them.

The receiving school will 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 is (and, for looked-after children, who the responsible and relevant Local Authority Virtual School Head is). All medical information must be shared with the receiving school and suitable arrangements made for any children requiring medication to be administered.

A risk assessment and protocol will be drawn up to cover individual cases. Contact telephone numbers will be shared with any receiving school. Wherever possible this will take place prior to the child arriving or as soon as possible following their arrival.

Any exchanges of information will ideally happen at DSL (or Deputy DSL) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEND provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders must take responsibility.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR this legislation does not prevent the sharing of information for the purposes of keeping children safe. School must follow the advice about information sharing that can be found at paragraphs 76-83 of KCSiE.

- **All staff will be sent this additional policy to read and to sign to say they have read and understood the content.**
- **If staff are working from home they will be asked to email confirming the above.**

### **12. Policy monitoring and review**

We will review this policy every year as well as if incidents occur that suggest the need for review.

- Carol-Anne McCollum and David May (**Executive Co-Headteachers**)
- Kaye Rudd (**Chair of Governors – Swanbourne**)
- Rob Francis (**Chair of Governors – Mursley and Drayton Parslow**)
- Policy created – **April 2020**
- Policy to be reviewed – **September 2021 (As part of Annual Child Protection Policy Review)**

### **Use school channels to communicate**

- 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).
- If you have expectations with parents already about contacting staff and when they'll get replies, remind them about these. Similarly, remind staff about any expectations you've already set in your code of conduct for communicating with pupils and parents, and staff-pupil relationships.

### **What to do in different scenarios**

- A number of platforms are readily available. One popular platform used by a number of ODS schools is Microsoft Teams. However, G Suite and You Tube work equally well, are often free and are easy to use for staff, parents and pupils to access.
- You can use [any platform](#) that works for you, and the advice below will still apply.

### **Key Considerations**

- If teachers are uploading resources to an open Google Drive (or similar system), ensure 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
- Decide: whether you'll allow pupils to post and comment in the communication 'Stream'; what they can talk about in posts and comments, if allowed to.
- 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.
- Consider giving parents the chance to opt-out of their child posting in the 'Stream' too.

### **If broadcasting live, or recording a lesson, staff should consider the following:**

- 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.
- Ensure that pupils are appropriately dressed through good ground rules.
- 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 staff have a personal account where they've created playlists, consider setting up a separate work account.

### **Consider (where appropriate and possible):**

- 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.

### **In the child's home:**

- Ask pupils to also be in a shared space in their house, rather than in their bedroom. No pyjamas for pupils either!
- If possible, try to ensure that a child is sitting in a position where background activities can't be seen (e.g. sit with his/her back to a wall).
- Ensure that parents who'll also be there are mindful of the fact that other children might see or hear them and what's in the background.
- Consider a basic ***"IT Home-School Agreement"*** regarding ground rules and protocols set.

### **If at all possible, consider:**

- Consider recording live sessions 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. Consider checking that parents are happy with you making recordings first - tell them it's for school records only.

### **If /when teachers are phoning pupils, consider the following:**

- 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/in direct contact 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.