



SUTTON COLDFIELD GRAMMAR SCHOOL FOR GIRLS

Child Protection and Safeguarding: COVID-19 Addendum

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Claire Flannery	cfl@suttcold.bham.sch.uk
Deputy DSL	Lisa Neal Dr Barbara Minards Cath James Mark Charles	lne@suttcold.bham.sch.uk bam@suttcold.bham.sch.uk cja@suttcold.bham.sch.uk mch@suttcold.bham.sch.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Dr Barbara Minards	bam@suttcold.bham.sch.uk
Headteacher	Dr Barbara Minards	bam@suttcold.bham.sch.uk
Local authority designated officer (LADO)	Birmingham City Council	Ladoteam@birminghamchildrenstrust.co.uk
Chair of governors	Charlotte Senior	chairgov@suttcold.bham.sch.uk

1. Scope and definitions

- 1.1. This addendum applies from the start of the spring term 2021. It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.
- 1.2. This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.
- 1.3. In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there is a local lockdown or if they need to self-isolate.
- 1.4. In this addendum, where we refer to vulnerable children, this means those who, are assessed as being in need, including children:
 - With a child protection plan
 - With a child in need plan
 - Looked after by the local authority
 - Have an education, health and care (EHC) plan
 - Have been assessed as otherwise vulnerable by the school or Birmingham City Council.

2. Core safeguarding principles

2.1. We will follow the statutory safeguarding guidance, Keeping Children Safe in Education.

2.2. We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should 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 is essential that unsuitable people do not enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

3.1. 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 at school and those at home.

3.2. In the unlikely event that a member of staff cannot access MyConcern at home, they should email or phone the DSL, Deputy DSLs or Headteacher, to ensure the concern has been passed on.

3.3. 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.

4. DSL (and deputy) arrangements

4.1. 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.

4.2. If our DSL (or deputies) cannot be on site, they can be contacted remotely by email.

4.3. On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. You can contact them by email.

4.4. The senior leader will be responsible for liaising with our 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

5. Working with other agencies

5.1. We will continue to work with children's social care and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our four local safeguarding partners (Local Authority, Birmingham and Solihull Clinical Commissioning Group and West Midlands Police will share equal responsibility).
- 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:

6. Monitoring attendance

6.1. We will resume taking our attendance register. We will also follow guidance from the Department for Education on how to record attendance and what data to submit.

6.2. All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance, a national or local lockdown).

6.25. During periods of remote learning, Teams will be used to monitor student attendance on a daily basis.

6.3. Where any child we expect to attend school does not attend, or stops attending, we will:

- Follow up on their absence with their parents or carers through the attendance officer systems
- Notify their social worker, where they have one

6.4. 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

7.1. 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.

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

8. Concerns about a staff member, supply teacher or volunteer

8.1. We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

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

8.3. 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).

8.4. 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. Contact plans

9.1. We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home. These will include:

- School will make contact at least once per fortnight
- Contact will be from the HOY as far as possible, as they know the family well
- Contact will be over the phone, email, Teams or doorstep visits where appropriate

9.2. If we cannot make contact, we will contact children's social care or the police if we are concerned the child is at risk.

10. Safeguarding all children

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

10.2. 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.

10.3. Children returning to school

10.3.1. The DSL (or deputy) will liaise with parents and carers regarding any changes in welfare, health and well-being that they should be aware of before children return.

10.3.2. The DSL (and deputies) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

10.3.3. Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.4. Children at home

10.4.1. The school will maintain contact with children who are at home using Teams. Staff will try to speak directly to children at home (via a parent) to help identify any concerns if they feel a child may not be safe. They will use school phones and devices to make calls home. Or, if necessary, they will use personal phones but they will withhold their personal number.

10.4.2. Staff and volunteers 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

11. Online safety

11.1. In school

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

If all IT staff are unavailable, our contingency plan is to use the expertise from the Assistant Head and Finance and Operations Director in resolving the issue themselves, or identify a local partner who can support.

11.2. Outside school

11.2.1. Where staff are interacting with children online, they will continue to follow our existing staff code of conduct.

11.2.2. All staff have received support and training on the use of Teams as an online learning platform and received guidance on the use of video lessons. (Appendix A)

11.2.3. Online teaching should follow the same principles as set out in the SCGSG Code of Conduct.

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

11.2.5. Teams is the main Teaching & Learning platform being used across the school. Staff must only use platforms provided by SCGSG to communicate with pupils in line with school guidance.

11.2.6. 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.

11.2.7. 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.

11.3 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, where relevant, 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 teaching and resources our school provides
- Know where else they can go for support to keep their children safe online through the Parent Bulletin
- Ensure they have received the Guidance for video lessons

12. Mental health

12.1 Children returning to school

- Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.
- Support will be available from the form tutor, the Pastoral Team, School Appointed Mentors and the school nurse service (for students who are struggling to attend due to COVID 19).

12.2 Children at home

- Where possible, we will continue to offer our current support for pupil mental health for all pupils. The external mentoring service has been extended, allowing more students to access support. The Mental Health Lead is now an integral part of the pastoral team from January 2021.(Appendix B)
- We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time. Staff all have a personal well-being target as part of their ongoing appraisal.
- 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.
- Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

13. Staff and volunteer recruitment

13.1. We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

13.2. We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

13.3. When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

13.4. We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who are not in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

14. Safeguarding induction and training

14.1. We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

14.2. New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

15. Monitoring arrangements

15.1. This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and, as a minimum, every term by Claire Flannery. At every review, it will be approved by the Chair of the W&A Committee in advance of the next meeting of the full governors.

16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- Health and safety policy
- E-safety policy
- Video teaching Guidance

INITIAL EQUALITY IMPACT ASSESSMENT FORM

Name of policy/activity/project:

Child Protection and Safeguarding: COVID-19 Addendum

Is this a new or an existing policy/activity/project?

Existing

Scope/timescales for project or activity (including review date):

Termly

Policy/project lead and Author of Equality Impact Assessment:

C Flannery

Outline of main aims of this activity/policy/project:

Ensure all students are safeguarded during COVID, which may include remote learning

Who will benefit/be affected by this policy/activity?

All

If an existing policy/activity, do you have any data of use by or impact on different groups which may raise concerns over an equality impact?

No

Does the activity have the potential to impact differently on groups due to a protected characteristic (eg race/ethnicity, gender, transgender, disability, religion & belief, age, sexual orientation, maternity/paternity) for:

No

(a) Students and members of the community? (eg The Governing Body, students, contractors, visitors, hirers of the premises, agency staff, suppliers etc). Which groups are likely to be affected?

No

(b) Employees?

No

Does this activity make a positive contribution to the School's general or specific duties under the Equality Act 2010? If yes, please detail.

Yes – the Policy applies to all equally

Having reviewed the potential impact of the policy/activity listed above, **I believe a full impact assessment is required / NOT required** (delete as applicable with justification below)

Full impact assessment is not required

Justification: The policy is of equal benefit to all students, regardless of gender, race, religion, maternity/paternity, sexual orientation etc.

Name: C Flannery Date: January 2021

Appendix A

Staff guidance for live sessions involving remote learners

The following guidance covers both live lessons in which an entire class are learning remotely, as well as lessons that occur in school in which some learners are present in the classroom and others are joining remotely.

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. Use the school's established systems – contact the DSL and make appropriate records if any concerns arise.

Online teaching should follow the same principles as set out in school's code of conduct and the school also has a responsibility to ensure any use of online learning tools and systems is in line with safeguarding, child protection, privacy and data protection/GDPR requirements.

Key points

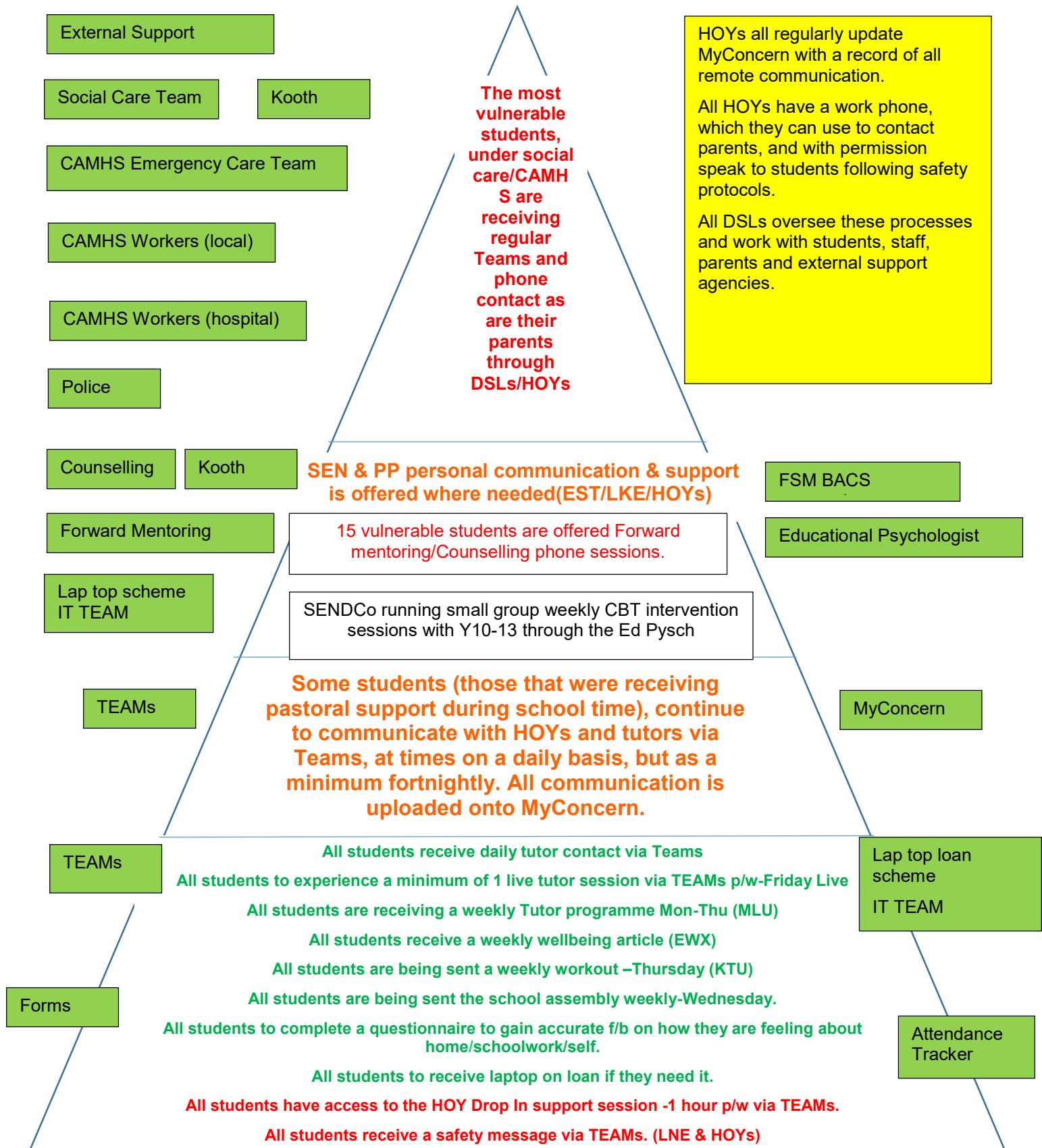
- Any communications between students and staff must be through a platform provided by SCGSG (e.g. school email, school phone, Teams).
- If a lesson is being run in school that involves students being present in the classroom, no webcams or other cameras are to be used within the classroom (by either students or teachers).
- The audio from a lesson can be streamed to students joining remotely. If streaming audio from a live lesson please ensure full names of students are not used (e.g. when taking the register) and that students within the classroom are aware they should also not use the full names of other students.
- When streaming audio of a live lesson this must be done through a Teams meeting and the session should be recorded in the same way as a fully remote lesson.
- Videos or recordings of sessions should only be shared through the school's Office365 system.
- Any recordings shared by teachers with students should not be re-uploaded to any other platforms by students or staff.
- Live sessions must not be carried out that involve only one student and one teacher.
- Live classes should only take place during standard school hours and kept to a reasonable length of time, ideally no longer than 45 minutes.
- All live sessions should be conducted using Microsoft Teams.
- Teachers need to be considerate of the needs of individual pupils who may be sensitive to certain topics or issues that may arise during live classes.
- Language must be professional and appropriate, including from any people who may appear in the background of videos.
- If any interactions occur that give rise to safeguarding concerns, the session should be ended and a report communicated to the DSL at the earliest possible opportunity.
- Other members of the household (e.g. parents) cannot join any live sessions in which their children are participating. If someone other than the intended student attempts to join the session, the session should be ended and the incident reported to a member of SLT.
- Recordings of live sessions must not be made by students.

If you are at all unsure about an activity you would like to try running with a class, with either all students learning remotely or a mix of students learning in the classroom and learning remotely, please contact TMU to discuss further before the lesson.

Appendix B

Student Support during COVID-19 January 2021

The support triangle tries to replicate the school offer as much as is possible during remote learning.



Appendix C	Contact Details
CASS (Children's Advice & Support Service MASH)	0121 303 1888 0121 675 4806 (out of hours) cass@birminghamchildrenstrust.co.uk
Birmingham Early Help	0121 303 1888 ehst@birminghamchildrenstrust.co.uk
Forward Thinking Birmingham (CAMHS)	0300 300 0099 www.forwardthinkingbirmingham.org.uk
PAUSE	0207 841 4470
Crisis Team	0300 300 0099
Operation Encompass helpline (children experiencing DV during remote learning)	0204 513 9990