



THE MISBOURNE

INSPIRING MINDS • BROADENING OPPORTUNITIES

CHILD PROTECTION AND SAFEGUARDING: COVID-19 ADDENDUM

Executive Summary

Reviewed by: Thomas Griffiths – Assistant Headteacher

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Thomas Griffiths	Safeguarding@themisbourne.co.uk
Deputy DSL	Mike Lyons	Safeguarding@themisbourne.co.uk
Other contactable DSL(s) and/or deputy DSL(s):	Linda O'Mally(Hughenden Primary School)	Lomalley@hughendenprimary.co.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Adele Barrett Mike Worth	Abarrett@themisbourne.co.uk Mworth@themisbourne.co.uk
Headteacher	Jo Meloni	Admin@themisbourne.co.uk
Local authority designated officer (LADO)	Bucks LADO Team	01296 382070
Chair of governors	Kate Goodwin	Chair@themisbourne.co.uk

1. 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 Buckinghamshire Council, Buckinghamshire Clinical Commissioning Group, Thames Valley Police.

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:

- 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

Key Terms

- 🔍 **Education hub:** a cluster of schools and colleges collaborating and sharing resources, staff and pupils in a local area.
- 🔍 **Children of keyworkers:** children of parents who work in the following industries:

- Health and social care, e.g. doctors and nurses
- Education and childcare, e.g. teachers and DSLs
- Local and national government, e.g. administrative occupations
- Food and essential goods retail, e.g. supermarket workers and grocers
- Public safety and national security, e.g. police and ministry of defence workers
- Transport, e.g. freight transport workers and train drivers
- Utilities, communication and financial services, e.g. bankers, oil workers, and telecommunications (999 and 111 critical services)

🔗 **Vulnerable children:** those who have a social worker and those with EHC plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the LA. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

🔗 **Volunteer staff:** staff who are working in a school that is not their usual place of work.

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.

The school reporting mechanism has not changed, all staff should record any concerns via the school safeguarding software (CPOMS). Volunteers should communicate any concerns immediately via the DSL(s) or via reception if the safeguarding leads are not available.

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

We aim to have a trained DSL, deputy DSL or member of the Senior Leadership Team (SLT) 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 calling the following numbers – DSL - 07935 921645, Deputy DSL - 07518 398830

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy/member of SLT) 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 co-ordinating safeguarding. This will be either J. Meloni, A. Barrett or M. Worth. You can contact them by the email address listed above.

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

The role of the DSL and Deputy in school

In light of the current crisis, the school has additional measures in place to ensure the safety and wellbeing of its pupils – this approach is led by the DSL.

During partial school closure, the DSL and their deputies are responsible for:

- ❑ Ensuring they or their deputies are available at all times, either in school or via telephone or online communication.
- ❑ Sharing their time and resources with other schools, where necessary.
- ❑ Being responsible for amending Appendix Covid-19 in line with the continual changes to education policy released by the DfE and communicating all changes to staff and volunteers.
- ❑ Identifying vulnerable children and communicating additional safeguarding provisions to pupils and their families.
- ❑ Ensuring the school's pupils that are attending another school (as part of the hub approach) have the required support and communicating the pupil's additional needs with the other school's DSL.
- ❑ Working with the VSH and wider LA to protect vulnerable children.
- ❑ Ensuring staff are aware of reporting channels for safeguarding concerns.
- ❑ Sharing their contact information with the school community.
- ❑ Ensuring there is a consistent approach to safeguarding children throughout the coronavirus pandemic.
- ❑ Providing pupils with clear communication channels so they can report any concerns they have, including reports of peer-on-peer abuse.
- ❑ Ensuring any pupil who is not formally considered as vulnerable, but who may still be vulnerable, has access to school where required.
- ❑ Identifying a suitable member of the SLT to assume the role of temporary DSL should both themselves and their deputies become unable to work.
- ❑ Providing all volunteers and volunteer staff with copies of this policy.
- ❑ Adhering to safer recruitment procedures and carrying out risk assessments on volunteers where required.
- ❑ Seeking assurances from employers of volunteer staff, to ensure they have up-to-date safeguarding training and are safe to work with children.

The DSL will report back to the governing board on all relevant safeguarding concerns experienced during partial school closure.

The DSL will work with the local safeguarding partners to ensure pupils remain safe during partial school closure.

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 (This will be monitored closely and reviewed and updated as appropriate regularly):

- Government guidance states that school and college staff should continue to work with and support children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period. [COVID-19: safeguarding in schools, colleges and other providers](#)

Social Workers are in contact with children and families who are subject to Child Protection and Children in Need plans. We would ask that wherever possible, schools have a structure in place to also contact their children and families on plans, so that they are supported in this challenging time.

We recommend that you review your CP/CIN cases to determine vulnerability and prioritise resources accordingly. Please continue to liaise closely with the allocated Social Worker to share intelligence.

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 families, by contacting home via the school Attendance Officer in partnership with the Senior Leadership Team, Safeguarding and Pastoral Teams.
- Notify their social worker, where they have one.

Measures are in place to ensure pupils attending a different school are in a safe environment. For LAC, any change will be organised and monitored by the VSH.

The DSL makes a pupil's temporary school aware of the reason why they are vulnerable (where relevant) and ensures the temporary school has access to the pupil's EHC plan and other supporting documents – this will be provided before the pupil is moved or as soon as possible.

The school will not prevent the transfer of safeguarding data to a pupil's temporary school, yet, it will always have due regard for data protection legislation during the transfer of information.

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 families 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.

Staff should continue to act on any concerns they have immediately via the normal school safeguarding procedures.

- The DSL will implement robust reporting procedures for peer-on-peer abuse during partial school closure and communicate these to all staff, pupils and families.
- Reports made regarding peer-on-peer abuse will be risk assessed by the DSL on a case-by-case basis and, where required, investigated immediately and reported to the relevant authority, e.g. the police or Children's Social Care Services (CSCS) where required.
- Both the alleged perpetrator and victim will be provided with support whilst the report is being investigated.
- Pupils will be provided with the contact details of relevant bodies who can provide support to them during this time, e.g. ChildLine.
- The DSL will keep the victim, the alleged perpetrator and their families up-to-date where necessary with details of the investigation, including the conclusion and how appeals can be made.
- Individuals will be given a copy of the school's amended **Complaints Procedures Policy** to assist them with the appeals process.
- Communications will be made online or by telephone, unless face-to-face contact is unavoidable.

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.

Staff should continue to act on any concerns they have immediately via the normal reporting procedure – contact the Headteacher in the first instance. Any investigations would continue in conjunction with advice from the LADO and HR 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 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 families to do this. These may include (non-exhaustive) students who have previously had social worker support, families who are supported by external professional agencies, students identified as vulnerable by the school and students awaiting medical diagnosis.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 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

These plans set out:

- › How often the school will make contact
- › Which staff member(s) will make contact
- › How they will make contact
- › What will happen if the school can not make contact

We have agreed these plans with children's social care where relevant, and will review them on a weekly basis.

If we unable to make contact, we will contact the relevant social worker, Buckinghamshire First Response and Thames Valley Police.

10.2 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 students' mental health that are also safeguarding concerns, and act on concerns immediately. In particular children are likely to be spending more time online (see section 11 below).

- The DSL will ensure every pupil has their contact information (via the school website and family newsletters) so they know how they can talk to them about any safeguarding concern.
- Pupils are provided with online safety information.
- Pupils will be directed to practical online support, such as ChildLine, where they feel unsafe and require support outside of school.
- Families are given a list of websites their child will be accessing and any information of online sessions with staff their child will be participating in during partial school closure.
- Families are provided with the contact details of the DSL so they can report any concerns they have.

11. Online safety

11.1 In school

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

If IT staff are unavailable, our contingency plan is to work in continued close collaboration with our ICT support providers – Turn It On.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing Staff Code of Conduct and IT acceptable use policy.

Staff are using Show My Homework as our remote learning platform. Staff are to maintain a professional high standard of communication with students and families at all times as per The Misbourne staff Code of Conduct.

Communication with students will be via Show My Homework, School Comms or student's school email address.

Staff may choose to share pre-recorded video to further students learning. If staff wish to have 'live' video interactions with students then the rationale and dates/times for these will always be shared with their SLT line manager who will authorise the interactions. Any recurring interactions (e.g. online lessons) should be pre-scheduled in the Teams calendar and an invite sent to the students in a class in advance.

When involved in any video interactions with students, staff will ensure professional standards are maintained at all times. This includes (but is not limited to):

- Appropriate dress will be worn at all times (smart or smart casual)
- Consideration will be paid to the suitability of the setting for any video interactions, avoiding bedrooms or any space that could compromise the member of staff involved in the interactions. Backgrounds for staff and students should be blurred. If in doubt, the camera should be turned off.
- The tone of the interaction including content and language should mirror the tone of those that would take place in school.
- Staff will record their interactions (with the prior consent of student and families) as a safeguarding measure for that member of staff.
- This will be saved to that member of staff's area on Microsoft Teams and will only be accessible to themselves or the Headteacher if a safeguarding concern arises.
- Staff will always have the option to keep cameras turned off.

Students and families will:

- Students must treat all online interactions in the same manner as in-person interactions in school, this includes abiding by The Misbourne Way (Ready, Respectful, Responsible) and acknowledging the school's Behaviour for Learning Policy and Covid-19 Addendum applies at all times when engaged in an online interaction.
- Students will use their Misbourne School Teams account (never a personal account)
- Students should dress appropriately at all times
- Any live interactions should take place in an appropriate communal area of the student's residence (i.e. kitchen, living room, study)
- No recordings of live interactions should be made without the prior written consent of all parties (See Appendix 1). These would only be made via Microsoft Stream and coordinated by The Misbourne.
- It is not permissible to take screenshots, photographs or video of any live interactions by any other means (e.g. screen recorders, mobile phones).
- Before any live interactions take place students and families will be required to sign a consent form stating they understand and agree to the measures surrounding those live interactions. These measures are necessary to safeguard our students and staff.

Staff will never communicate directly with students via social media.

Key staff will have to make telephone calls to families to speak with a student. Staff will always contact the family member(s) who have designated parental responsibility. Staff will always obtain the explicit permission of that person before they speak with a student and ask the adult to stay with their child whilst any communication is taking place

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.

11.3 Working families

We will make sure families:

- 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 – all of this information is communicated via Show My Homework

- 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 – information will be shared to families via the families bulletin, end of term bulletin and the school website.

12. Mental health

The school understands how the coronavirus pandemic can cause pupils and staff to feel anxious and concerned and will offer any essential support required to those in need.

Where possible, we will continue to offer our current support for student mental health for all students. There will be regular contact from form tutors and students will be able to contact the Safeguarding Team via email if they require additional support. A regular wellbeing check up will take place for identified students via phonecall and wellbeing survey.

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.

The Headteacher will encourage line managers to hold one-to-one meetings with their staff over the phone or via a video call to ensure they feel supported during this stressful time.

Pupils will be provided with different resources they can access to help them cope with their mental health, including ChildLine and other online services.

Face-to-face support will only be provided where necessary or unavoidable.

13. Staff recruitment, training and induction

13.1 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.

We will continue to request references and will ensure that we call those referees to follow up. We will hold telephone interviews ahead of shortlisting candidates. We will set up remote interviewing. Depending on the role we are recruiting we may ask candidates to plan and run a remote working lesson with students. We may also introduce some in-tray exercises they are completed to show certain skills.

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.

13.2 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. This will be monitored by the Senior Leadership Team.

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

13.3 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
- 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

13.4 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.

We will use the single central record to log:

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

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 Thomas Griffiths – Assistant Headteacher Pastoral/DSL. 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:

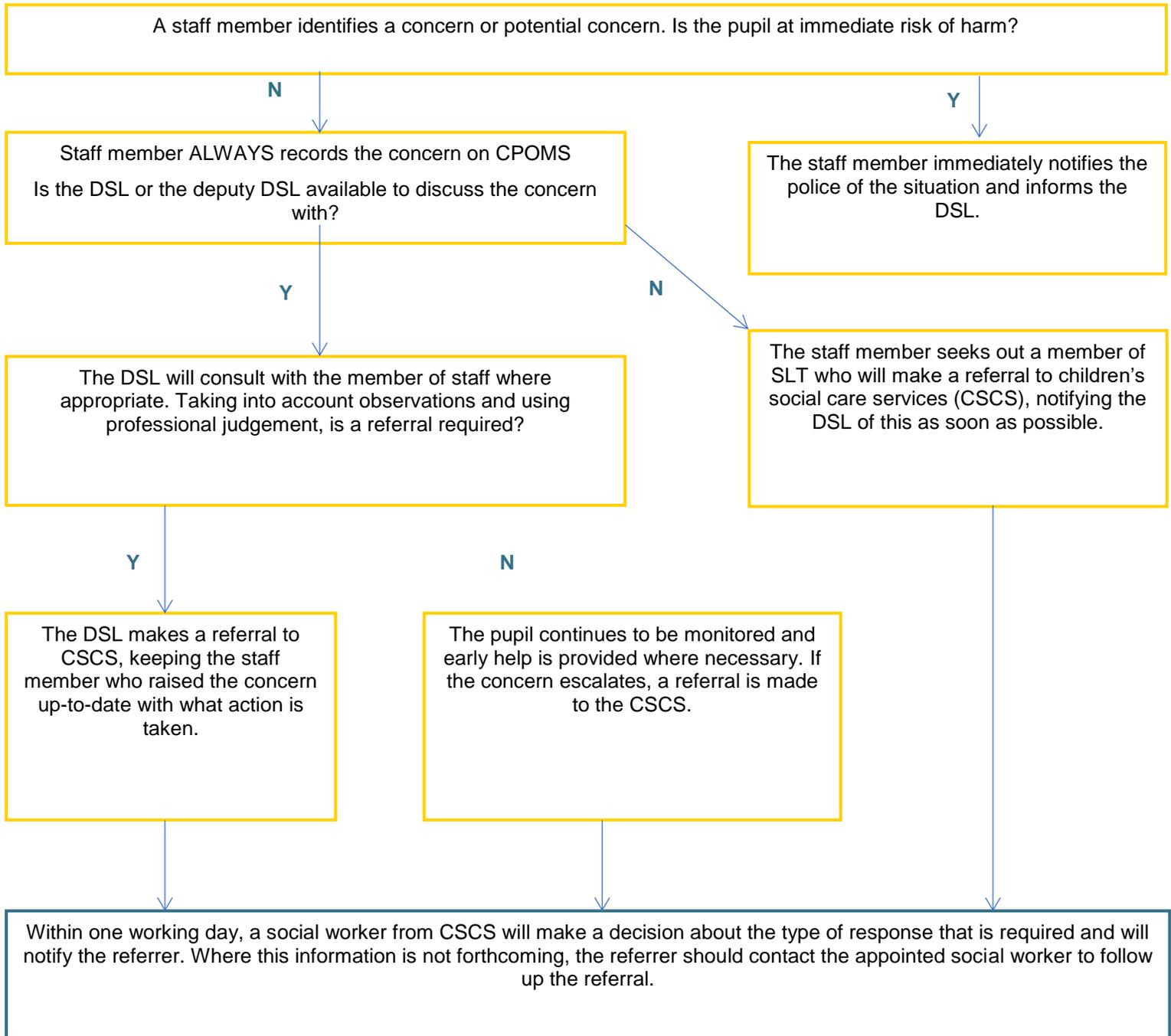
- Child protection policy
- Staff Code of Conduct
- IT acceptable use policy
- Health and Safety policy
- Online safety policy
- Data retention policy
- Whistle blowing policy

Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made:



After a referral is made:

The steps outlined in the next flowchart are then followed.

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

The DSL supports the initial staff member and will liaise with colleagues and other agencies to arrange an early help assessment and appropriate support.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.

Staff keep the pupil's circumstances under review and re-REFER if appropriate to ensure circumstances improve – the pupil's best interests always come first.

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Contacts and Advice

Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

Appendix 1 (sample from Microsoft Form)

This form provides The Misbourne with consent to record live Microsoft Teams sessions for safeguarding purposes.

Please read and complete this form to give consent.

I consent to being recorded, which could include video, audio or chat, through Microsoft Teams and understand I can decide whether to be recorded in audio format, video format or by using the chat functions in Microsoft Teams by turning my camera or microphone on or off at any time.

I give consent for the recordings to be retained by The Misbourne for the sole purpose of safeguarding staff and students. These recordings will be made by Microsoft Stream and will be stored on the Office 365 platform and will not be shared outside The Misbourne. Recordings will not be published to students and will not be used for any commercial purposes.

Any recordings will be stored in line with the Misbourne's Data Retention Policy.

I understand I can withdraw my consent at any time by email