

## Addendum to Safeguarding and Child Protection Policy

### COVID-19 Spring Term 2021 arrangements for Safeguarding and Child Protection at

### Gillespie primary School

Signed by:  
Body



on behalf of the Governing

Date: 19.01.2021

Date shared with staff: 20-21.01.2021

Key contacts	Name	Role	Contact No	E mail
Designated Safeguarding Leads (DSL)	Mark Owen	Headteacher	02072266840	<a href="mailto:headteacher@gillespie.islington.sch.uk">headteacher@gillespie.islington.sch.uk</a>
Deputy Designated Safeguarding Lead (DSL)	Katrina Moses	Deputy	02072266840	<a href="mailto:katrina@gillespie.islington.sch.uk">katrina@gillespie.islington.sch.uk</a>
Deputy Designated Safeguarding Lead (DSL)	Lyn Brett	Assistant Head	02072266840	<a href="mailto:lbrett@gillespie.islington.sch.uk">lbrett@gillespie.islington.sch.uk</a>
Chair of Governors	Claire Bolderson	Governor	02072266840	<a href="mailto:governors@gillespie.islington.sch.uk">governors@gillespie.islington.sch.uk</a>
Safeguarding Governor	Rej Bangar	Governor	02072266840	<a href="mailto:governors@gillespie.islington.sch.uk">governors@gillespie.islington.sch.uk</a>

## 1. Context

On 4 January 2021, the DfE announced that children would learn remotely until the February half term, with schools (reception onwards) and secondary schools remaining open for vulnerable children and the children of critical workers.

This addendum to Gillespie Child Protection policy contains details of our individual safeguarding arrangements in the following areas and takes into account the government's Contingency Framework dated 01 January 2021:

- **Vulnerable Children**
- **Attendance Monitoring and Inclusivity**
- **Emergency Numbers and contacting social workers**
- **Designated Safeguarding Leads**
- **Reporting a Concern**

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- **Information Sharing**
- **Safeguarding Training or Induction**
- **Safer recruitment**
- **Covid-19 testing and volunteers**
- **Online Safety in School**
- **Online Safety out of School**
- **Mental Health and Wellbeing – supporting children not in school**
- **Mental Health and Wellbeing -Supporting Children in School**
- **Special Educational Needs and Online Safety**
- **Peer on Peer Abuse**

## 2. Vulnerable Children

Are known to the DSL and SLT. Vulnerable children may include those who are/have:

- Children in Need under Section 17 Children Act 1989
- A Child Protection Plan under Section 47 Children Act 1989
- Looked after children and care leavers
- Adopted children or children with a special guardianship order
- A social worker
- An EHC plan
- Living in temporary accommodation
- Young carers
- Children on the edge of receiving support from children's social care
- Children who may have difficulty in accessing remote education
- Children who may be receiving support or managing risks to their mental health
- Children eligible for free school meals (in and of itself should not be the determining factor in assessing vulnerability).

Our school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead member of staff for this is **Lyn Brett, Assistant Head**

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting Covid-19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

## 3. Attendance Monitoring and Inclusivity

All children deemed clinically extremely vulnerable are advised not to attend school. All Children who are not in school during the lockdown commencing on 5 January 2021 due to Covid-19 reasons, should be recorded as code X.

Vulnerable children as categorized by the DFE , whose parents elect to keep them at home , should be recorded as code C .

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Where vulnerable pupils known to social care are absent from school-this will be followed up by a telephone call to parents/carers and reported to the social/family support worker. Any unexplained absence of other pupils on the school provision register will be followed up by a call home to explain this absence

For those children who are unable to do remote working because they do not have access to a device or an internet connection, the school will provide a place in school or access to the internet and a device for home use .

For those children who are not taking part in remote education and are not attending school, all efforts will be made to get them into school or to support them to engage .

If this is not successful , a safe and wellbeing check will be regularly made by the school

#### 4. Emergency numbers and contacting social workers

To support the above, the school will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers (at least one).

In all circumstances where a vulnerable child with a social worker does not take up their place at school, or discontinues, the school will notify their social worker.

#### 5. Designated Safeguarding Leads

The school has a Designated Safeguarding Lead (DSL) supported by deputies:

- The Designated Safeguarding Lead for the school is:

*Mark Owen, Headteacher*

- The Deputy Designated Safeguarding Leads for the school are :

*Katrina Moses, Deputy Head and Lyn Brett, Assistant Head*

DSLs should have sufficient time, especially in the first weeks of term to:

- Provide additional support to staff and children regarding any new safeguarding and welfare concerns
- Handle referrals to children's social care and other agencies where appropriate

It is preferable to have a trained DSL (or deputy) available on site. If this is not possible, a trained DSL (or deputy) should be available via phone or video call - for example when working from home.

This might include updating and managing access to the child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, staff on site will be made aware of who that person is and how to contact them.

DSLs will coordinate multi-agency working within the school, including communication with school nurses .

## 6. Reporting a concern

Where staff have a concern about a child, they will continue to follow the process outlined in the school's Child Protection Policy.

Staff are reminded of the need to report any concern immediately.

Where staff are concerned about an adult working with children in the school, they should inform the headteacher or in the event of their absence, one of the DSLs or deputies. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher/DSLs or deputies.

Concerns about the Headteacher should be directed to the Chair of Governors: **Claire Bolderson** in the first instance or **Ashley Smith** the Vice Chair, in her absence.

## 7. Information Sharing

The school continues to have appropriate regard to data protection and the GDPR, that they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 82-88 of KCSIE 2020. The school will share information with a new setting where vulnerable children or children at risk of harm move schools. As a minimum, the following will be shared:

- EHC plan
- CIN/CP information and plans
- Social worker contact details
- PEP and name of Virtual School Headteacher
- Any safeguarding concerns
- Attendance History

## 8. Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020) (KCSIE) and Annex A if they work directly with children (at a minimum) The DSL should communicate with staff any new local arrangements due to the pandemic, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction, which includes the CP policy, the identities and role of the DSLs, the staff code of conduct and how the school manages children missing education.

## 9. Safer recruitment

The school will continue to follow safer recruitment practices set out in statutory guidance when recruiting new staff and volunteers. Staff and volunteers who have not undergone safer recruitment checks must not be left unsupervised .

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 minimize the need for face-to-face contact.

Where the school requests scanned documents for identity, right to work, etc., we will insist on seeing the originals before any new member of staff commences in post.

The Disclosure & Barring service have set out the steps they are taking to ensure people who work with vulnerable groups are still appropriately vetted during the pandemic - <https://www.gov.uk/guidance/covid-19-how-dbs-is-supporting-the-fight-against-coronavirus>

Gillespie school is not currently using volunteers. If the need to deploy volunteers arises (for example, for Covid testing – see 10. below) we will continue to follow the checking and risk assessment process as set out in paragraphs 183-188 of KCSIE 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised .

The school will continue to follow the legal duty to refer to the DBS, anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 181 of KCSIE.

The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 143 of KCSIE 2020 and the TRA's 'Teacher misconduct' advice for making a referral by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that our school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE.

## 10. Covid-19 Testing and Volunteers

The school will use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised - This means that if a volunteer is administering a COVID-19 test while unsupervised, they require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

## 11. Online Safety in School

The school will continue to provide a safe environment, including online. This includes the use of an online filtering and monitoring system. Where pupils are using computers and devices in school, appropriate supervision will be in place. Please refer to Gillespie On-line Safety Policy.

Guidance is also available from:

- LGfL e.g. 20 Safeguarding Considerations for remote learning [Livestreaming \(lgfl.net\)](#)
- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes [Video conferencing services: security guidance for organisations](#) and [Video conferencing services: using them securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- Annex C of [Keeping children safe in education](#)

## 12. Online Safety out of School

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 in line with the Child Protection Policy, the on-line Safety policy and the Remote Learning Policy.

Where appropriate, referrals will be made to children's social care and as required, the police.

We will take into consideration the following while delivering live virtual lessons:

- No children will be taught on a one to one basis
- Suitable clothing for staff and children is an expectation
- Teachers must record live sessions to protect themselves and others
- Links to enter a live google meet are code protected to prevent anybody outside accessing . The teacher must provide the link to enable children access.
- During live teaching sessions, teachers must ensure they open and close the virtual classroom to prevent children continuing to engage unmonitored by an adult.
- Live classes should be no longer than an hour in length and will be clearly identified in the weekly timetable.
- Children must have their video camera on during live teaching sessions.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by the school to communicate with pupils
- Staff will note the absence of any children missing from live and feedback sessions held across each week.

Parents/carers will be reminded of the need to limit screen time and of ensuring the online safety of their children during these difficult times including the use of parental controls and avoiding children's use of the internet unsupervised.

Children should be signposted to reporting any concerns and to get appropriate practical support from:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

The school will take into account [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](#) to help plan online lessons and/or activities and plan them safely.

## 13. Special Educational Needs and Online Safety

The school will work with other educational professionals to support the home learning of children with education, health and care (EHC) plans.

Where it is difficult to deliver the provision specified in the Education Health and Care plan, decisions on how this could be overcome will be made on a case-by-case basis.

The school recognises the different needs of children with special educational needs and disabilities in terms of online safety and commits to the following:

- **Educating and engaging parents on the principles of online safety so they know the dangers** of what unsupervised internet access can create.
- **Encourage parents to check what their children are doing online and using parental controls** on their computer so that they are comfortable that children are not accessing inappropriate material.

For parent-led information on SEND online safety and mental health:

SEND <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

## 14. Mental Health and Wellbeing: Supporting children out of school

The school is committed to ensuring the safety and wellbeing of all its children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child.

Details of this plan must be recorded, as should a record of any contact made.

The communication plans can include; remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded.

The school will share safeguarding messages on its website and through weekly newsletters.

The school recognises that school is a protective factor for children, and the current circumstances can affect the mental health of pupils, teachers and their parents/carers. Teachers will be aware of this in setting expectations of remote schoolwork.

## 15. Mental Health and Wellbeing: Supporting Children and Staff in School

The school is committed to ensuring the safety and wellbeing of all its children and staff.

The school will continue to be a safe space for all children to flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The school 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 COVID19.

The school 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.

The school understands there are extra pressures on staff during this difficult period. Any member of staff can contact the Education Support Partnership:

### **Education Support Partnership Helpline:**

Telephone: 08000 562 561 (24/7)

Text: 07909 341229

Website: <https://www.educationsupport.org.uk/>

**For support around Covid-19:**

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In light of January 2021 Covid-19 lockdown  
DfE Coronavirus helpline  
Email [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)  
Telephone 0800 046 8687

## 16. Peer on Peer Abuse

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Upskirting
- Sexting (also known as youth produced sexual imagery or sharing nudes)
- Initiation/hazing type violence and rituals

As per paragraph 29 of [Keeping Children Safe in Education](#)

The school recognises the increased risk of online peer-on-peer abuse through the absence of normal face-to-face contact and heightened use of social media. Staff will be vigilant to recognize on-line incidents including during live lessons and pupils' streamed comments. Teachers will promptly report such incidents to the DSL.

Where the school receives a report of peer-on-peer abuse, we will follow the principles as set out in part five of KCSIE and of those outlined within the school Child Protection Policy.

The school will listen and work with the child, parents and any multi-agency partner required to ensure the safety and security of children.

Concerns and actions must be recorded and appropriate referrals made.