

**City of London School for Girls Safeguarding and Child Protection
Policy Addendum: COVID-19 Remote Provision of Education**

This policy should be reviewed regularly and updated as required by guidance and legislation.

Action	Reviewer	Date	Completed
Review	SGI	Apr 2020	✓
Approved by Governors			
Date for next internal review			
Date for next Board of Governors' approval			

Notes:

Review policy to be published:	
On website	✓
On portal	✓
In Dropbox	✓

Context:

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Safeguarding and Child Protection Policy contains details of our individual safeguarding arrangements in the following areas and is based on guidance published on 27th March 2020 and 19th April 2020 by the Department of Education:

1. Vulnerable Children
2. Attendance Monitoring
3. Report a Concern
4. Safeguarding Training and Induction
5. Safer Recruitment/Volunteers and Movement of Staff
6. Online Safety
7. Children and Online Safety Away from School
8. Mental Health and Pastoral Care
9. Peer-on-Peer Abuse

1. Vulnerable Children

- 1.1. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.
- 1.2. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. 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.
- 1.3. Those with an EHC plan will be risk-assessed in consultation with the Local Authority 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.
- 1.4. Senior leaders, especially the Designated Safeguarding Lead (and Deputies), know who the most vulnerable children are. CLSG will continue to work with and support the appropriate agencies to help protect vulnerable children. This includes working with and supporting children's social workers and the local

authority virtual school head (VSH) for looked-after and previously looked-after children.

- 1.5 Where the DSL has identified a child who is on the edge of social care support, or one who would normally receive pastoral-type support in school, they should ensure that routine welfare checks take place remotely.

2. Attendance Monitoring

- 2.1 Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.
- 2.2 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 College. 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.
- 2.3 CLSG continues to ask parents to email attendance@clsg.org.uk if they know their daughter is unable to attend an online lesson. Teachers have also been asked to monitor attendance internally by alerting the Attendance Officer and Head of Year if a student has not registered for an online lesson.

3. Reporting a Concern

- 3.1 Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy.
- 3.2 Staff are reminded of the need to report any concern immediately and without delay.
- 3.3 The DSL or DDSLs can be contacted remotely during normal working hours by email, via MyConcern, or by calling the DSL's school mobile 07889 591670
- 3.3 Where staff are concerned about an adult working with children at CLSG, they should report the concern to the Head. If there is a requirement to make a notification to the Head whilst away from school, this should be done verbally and followed up with an email to the Head.
- 3.4 The Local Authority Designated Officer (LADO) will continue to offer support in the process of managing allegations.

4. Safeguarding Training and induction

- 4.1 DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.
- 4.2 For the period COVID-19 measures are in place, a DSL (or deputies) who have been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

- 4.3 All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.
- 4.4 Where new staff are recruited, or new volunteers enter CLSG, they will continue to be provided with a safeguarding induction.
- 4.5 If staff are deployed from another education or children's workforce setting to the school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-
- the individual has been subject to an enhanced DBS and children's barred list check
 - there are no known concerns about the individual's suitability to work with children
 - there is no ongoing disciplinary investigation relating to that individual

5. Safer Recruitment/Volunteers and Movement of Staff

- 5.1 It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, CLSG will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).
- 5.2 In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
- 5.3 Where CLSG are utilising volunteers, we will continue to follow the checking and risk assessment process 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.
- 5.4 CLSG 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 163 of KCSIE.
- 5.5 CLSG will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.
- 5.6 During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

5.7 CLSG will continue to keep the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

6. Online Safety in School

6.1 CLSG recognises that it is more important than ever that we provide a safe online environment for our pupils.

6.2 CLSG IT Department will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the school's IT systems or recommended resources.

7. Children and Online Safety Away from School

7.1 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 Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

7.2 Online teaching should follow the same principles of conduct as outlined in the Safeguarding and Child Protection Policy.

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

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

- Staff must use only software provided by the School for remote working.
- Staff and pupils may only communicate for the express purposes of teaching and learning or pastoral support via CLSG Microsoft or CLSG Google applications and via School email addresses.
- Pupils and staff must not use any communication tool other than School email addresses, CLSG Microsoft or CLSG Google applications.
- Staff and pupils must ensure that they have the necessary equipment, WiFi and software to effect this. The School will provide assistance to families who may find this more challenging.
- Staff are allowed to enable the video function but only if they record the lesson.
- Pupils should always start the lesson by disabling the video function.
- If directed to do so by a member of staff, pupils may enable the video function but must ensure that the background is blurred. If this is not possible, they must ensure that they are sitting at a desk or a table (i.e. not in their bed or on the sofa etc). They should also ensure that they are suitably dressed.
- Pupils are allowed to enable the microphone so they can answer and ask questions but they should have the microphone turned off when it is not their turn to speak in order that the sound quality is better.

- As a rule teachers should not have 1:1 sessions with pupils. Where a 1:1 session is agreed to take place e.g. peripatetic music lessons, learning support or pastoral conversations, parental permission must first be received and documented.
- Should a member of staff be delivering a 1:1 session, it may be necessary for the video function to be enabled. The pupil should only have a 1:1 session with a member of staff if the device is in sight of another person (such as a family member) within the room in which the remote session is taking place (this is the 'door open' or 'vision panel' rule which applies in the event of 1:1 working in the school environment). The alternative would be to record the session and save the recording.
- A confidential school counselling service will continue to run remotely via CLSG Microsoft Teams. Pupils can book an appointment in the usual way via the Portal.

7.5 Pupils have been given clear guidance as to reporting routes so they can raise any concerns whilst online. As well as reporting routes back to the School this also signposts pupils to age appropriate practical support such as:

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

7.6 In its communications with parents and carers, CLSG has shared the following sources of support which help keep children safe online:

- [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 carers 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

8. Mental Health and Pastoral Care

- 8.1 Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home.
- 8.2 Support for pupils and students in the current circumstances can include existing provision such as learning support, pastoral conversations and school counselling (although this will be delivered in different ways, for example

through CLSG Microsoft Teams) or from other specialist staff or support services.

- 8.3 The School recognises that in order to exercise its duty of care with regard to the safeguarding, welfare and wellbeing of pupils, it may be necessary for pastoral staff to be in communication with pupils via the telephone. Prior to undertaking a telephone call, staff should discuss the reasons for making the call with the DSL (or Deputy DSL).
- 8.4 Weekly form time, "thought for the week", PSHCE and assembly time will continue to provide pupils with SMSC education and broader pastoral support.

9. Peer on Peer Abuse

- 9.1 CLSG recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.
- 9.2 Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Safeguarding and Child Protection Policy.
- 9.3 The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.
- 9.4 Concerns and actions must be recorded and appropriate referrals made.

References

- 1. Safeguarding and Child Protection Policy
- 2. PSHCE Policy