

HILL HOUSE

INTERNATIONAL JUNIOR SCHOOL



Child Protection and Safeguarding Policy and Procedures (Covid-19 Addendum)

COVID-19 school closure arrangements for Safeguarding and Child Protection at Hill House International Junior School

From 19 March 2020 and again from 5 January 2021 parents of children at Hill House International Junior School, were asked to keep their children at home as the school would be closed as a national effort to slow the spread of Covid-19.

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 Hill House International Junior School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

- *Safeguarding Team*
- *Reporting a concern*
- *Safeguarding Training and induction*
- *Safer recruitment*
- *Supporting children not in school*
- *Children and online safety away from school*
- *Vulnerable children*
- *Peer on Peer Abuse*
- *Attendance monitoring*
- *Mental Health*

Designated Safeguarding Lead

Hill House International Junior school has a Designated Safeguarding Lead (DSL) and Deputy DSLs.

Designated Safeguarding Lead:

Mr Chris Carlson ccarlson@hillhouseschool.co.uk

Deputy Designated Safeguarding Leads are:

Mr Edmund Townend etownend@hillhouseschool.co.uk

Miss Karen Traut ktraut@hillhouseschool.co.uk

Mrs Elizabeth Heald healde@hillhouseschool.co.uk

Miss Ria De Giorgi rdegorgi@hillhouseschool.co.uk

Mrs Melanie Rickards mrickards@hillhouseschool.co.uk

While the school is closed the DSL will continue to work remotely and be available by telephone, email or through online conferencing.

Where the DSL is not available, one of the Deputy DSLs will assume responsibility for co-ordinating safeguarding.

This might include but is not limited to:

- updating and managing access to iSAMS Wellbeing Manager
- liaising with the offsite DSL (or deputy)
- liaising with children's social workers

It is important that all school staff have access to a trained DSL (or deputy)

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Weekly safeguarding meetings will take place via online conferencing.

Reporting a concern

Concerns about a staff member

The School will continue to follow the legal duty to refer to the Disclosure and Barring Service (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.

The School 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. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Concerns around the Headteacher should be directed to the LADO.

Despite the restrictions caused by the Covid-19 outbreak, the school will ensure that any staff engaged in teaching activities will have the appropriate checks carried out. As such, the School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Concerns about a child

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making a report via iSAMS Wellbeing Manager which can be done remotely.

In the unlikely event that a member of staff cannot access their iSAMS account from home, they should email the Designated Safeguarding Lead and the Headmaster. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Safeguarding Training and induction

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

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL will communicate with staff any new local arrangements, 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, including a copy of the Safeguarding and Child Protection Policy and a copy of Keeping Children Safe in Education 2020.

All existing staff have had safeguarding training and have read Part One of KCSIE. DSLs will ensure all staff are informed of any updates or variations due to the COVID-19 pandemic.

Safer recruitment

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, the School 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 (2020) (KCSIE).

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. 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 the school.

Supporting children not in school

Hill House International Junior School (The School) is committed to ensuring the safety and wellbeing of all its Children and Young people.

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 will ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on iSAMS Wellbeing Manager, including a record of any contact made.

The School and its DSL 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 recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers must be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

The School is committed to ensuring the safety and wellbeing of all its pupils.

The School will continue to be a safe space for all children to attend and flourish. The Headmaster 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 COVID-19.

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. This will be bespoke to each child.

Remote Learning – Online Safety

Online teaching should follow usual principles for safe and acceptable use of technology. This must follow the principles set out in the School Code of Conduct and the IT Acceptable Use Policy (AUP).

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.

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

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

- No 1:1s, groups only. In the case of LE lessons and Music Lessons, a parent must remain in the room at all times. If this is not apparent, the teacher should end the lesson immediately.
- 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 neutral.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use Google Classroom as a platform unless an alternative has been agreed with school leadership.

Vulnerable children

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.

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.

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 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.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

The School will continue to work with and support children's social workers to help protect vulnerable children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, 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 an education setting, 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 COVID19, the School or the social worker will talk through these anxieties with the parent following the advice set out by Public Health England.

The School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Peer on Peer Abuse

The School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where the 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 the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on iSAMS Wellbeing Manager and appropriate referrals made.

Attendance monitoring

Government guidance explains that settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The School will record a daily attendance register for access to the online provision that is offered. This is not the official register, but is used to monitor how pupils engage with the remote learning platform.

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

Mental Health

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.

Any concerns should be passed to the Pastoral Director who will work with the parents to ensure adequate support and guidance is offered.