



# Fleet Primary School

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## Child protection and safeguarding policy

### COVID-19 addendum

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Head Teacher: Don McGibbon

Chair of Governors Signature: Kim Issroff

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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL) & Headteacher	Don M <sup>c</sup> Gibbon	07729 449 331 <a href="mailto:head@fleet.camden.sch.uk">head@fleet.camden.sch.uk</a>
Deputy DSL	Becca Wall	07796 117138 <a href="mailto:r.wall@fleet.camden.sch.uk">r.wall@fleet.camden.sch.uk</a>
Designated member of senior leadership team if DSL (and deputy) can't be on site	Rhian Mulji	07930 418 810 <a href="mailto:r.prewett@fleet.camden.sch.uk">r.prewett@fleet.camden.sch.uk</a>
Local authority designated officer (LADO)	Sophie Kershaw	020 7974 4556
Chair of governors	Kim Issroff	0207 485 6334 (leave message via school office) <a href="mailto:admin@fleet.camden.sch.uk">admin@fleet.camden.sch.uk</a> (f.a.o. chair of governors)

### 1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from the Department for Education (DfE), the Camden Safeguarding Children Partnership (CSCP) and Camden Local Authority.

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

### 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, both for children still attending school and those at home.

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 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.

If our DSL (or deputy) can't be in school, they can be contacted remotely by phone or email using the contact details in the 'important contacts' section.

If our DSL (or deputy or other designated member of senior leadership) is unavailable, we will share a DSL with one of our cluster school partners – Primrose Hill Primary School; Rhyl Primary School; Carlton Primary School; Gospel Oak Primary School. If one of these DSLs should be required the staff member on duty in our school will have their contact details to pass on. In the case of this situation occurring, we will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) 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 Rhian Mulji - SENDCo. Contact details can be found in the 'Important contacts' section at the start of this addendum.

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

### **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:

- Camden Safeguarding Children Partnership
- 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

## 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 parents or carers, through phone and/or email communication
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep a record of number of key worker and vulnerable children who are attending school.

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

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 – about both children attending school and those at home.

## 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 – whether those concerns are about staff/volunteers working on site or 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](mailto: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 parents/carers to do this. They could be children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

## 10. 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

Each child will receive the following contacts:

- Class teacher will call twice per week – once at beginning and once towards the end to offer support and guidance on school work and chat to child/parent
- Member of safeguarding team will call in the middle of the week for a more general catch up and see if the family have all they need

If we can't make contact, we will follow up with further call attempts and emails and then the DSL will decide if we need to institute a welfare check using social services or the police.

## 11. 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 pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they 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

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

## 12. Online safety

### 12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school and full access to our IT support provided through the local authority.

### 12.2 Outside school

All online staff interaction with children shall be via parent email accounts and filtered through the school admin account. Our existing staff code of conduct policy shall still apply.

Staff shall not use children's phone numbers, all check in calls will be made via the parent's contact number.

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.

### 13.3 Working with parents and carers

Through the signposting we provide on our website and through communications sent out to parents 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, 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 remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

## 13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Many of the external services we use, TOPS, CAMHS etc., will have limited face-to-face contact and support will be offered to parents and children within the working restrictions on that service 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 twice weekly phone call from the teacher will support in gauging how children and carers are coping and offer support when needed and flag any concerns for senior leaders to be able to signpost and support families further if deemed appropriate.

## **14. Staff recruitment, training and induction**

### **14.1 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.

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.

### **14.2 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 – the school business manager shall manage all the information regarding this.

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

### **14.3 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

### **14.4 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

## **15. 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 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.

## **16. Monitoring arrangements**

This policy will be reviewed as guidance from Camden Safeguarding Children Partnership, the LA or DfE is updated, and as a minimum every 4 weeks by the DSL, Don M<sup>c</sup>Gibbon. At every review, it will be approved by the full governing board.

## **17. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct policy
- Health and safety policy
- Online safety policy
- Whistleblowing Policy