**Covid-19 Addendum to Child Protection and Safeguarding policy – March 2020**

1. **Child protection statement and Principles**
* The procedures contained in this policy apply to all staff, governors and volunteers and are consistent with those of the Local Safeguarding Children’s Board.
* We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students.
* We endeavour to provide a safe and welcoming environment where students are respected and valued.
* We are alert to the signs of abuse and neglect and follow our procedures to ensure that students receive effective support, protection and justice.
1. **Policy principles**
* Welfare of the child is paramount
* All students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
* Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.
* In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
* Students and staff involved in child protection issues will receive appropriate support
1. **The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:**
* with regard to safeguarding, the best interests of children must always continue to come first
* if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
* a DSL or deputy should be available
* it is essential that unsuitable people are not allowed to enter the children’s workforce and/or gain access to children
* children should continue to be protected when they are online
1. **Vulnerable Children guidance from the Local authority**

These are defined as follows:

* Children who are subject to a Child Protection Plan (Section 47)
* Children who are subject to a Child in Need Plan (Section 17)
* Children for whom an extended period of time presents an additional risk
* Children open to targeted family support/Early help
* Children who are acting as young carers
* Children who are looked after or previously looked after

DSLs at EWS will make contact with these students at least every three days and more if judged necessary.

DSLs will judge where it is necessary to speak to parents or to the child

DSLs will conduct home visits in pairs as appropriate

DSLs will check and update My Concern at least daily

All notifications from the LA re Operation Encompass and Domestic violence to be checked and recorded

DSL to organise and record all contact details of vulnerable children, Virtual school links and Social worker contact details

It is vital that any calls made on personal phones should ensure that the number is withheld

1. **What should staff do if they have concerns about a child**

Each working day there will be a DSL at school (North site) between 8-30am and 4pm. In the first instance that DSL should be phoned and an e-mail should be sent to named DSLs (see below). This will be on a rota sent to staff each week

To follow this up: the incident/concern must be recorded on My Concern as soon as possible but that day at the very least

There will be a named DSL on site throughout the holidays for the duration of the school closure

Usual weekend protocols remain if it is urgent and if you cannot speak to a DSL, contact the MASH team (0300 1261000) or the Police on 101 or 999 in an emergency.

Please contact a DSL for advice or if you have any concerns

1. **What staff should do if they have concerns about another adult**

All concerns of poor practice or possible child abuse by colleagues should be reported to the Head teacher.

Complaints about the Head teacher should be reported to the chair of governors.

Staff may also report their concerns directly to children’s social care or the police if they believe direct reporting is necessary to secure action

1. **Please see DSL contact details below:**

|  |  |  |
| --- | --- | --- |
| **2019-20 - Name** | **Position** | **Contact** |
| **Mark Brennan** | **Designated safeguarding Lead** | **Mark.brennan@ewsacademy.org.uk** |
| **Sharan Matharu** | **Head teacher – Designated Safeguarding Person** | **Sharan.matharu@ewsacademy.org.uk** |
| **Helen Gilligan** | **Deputy DSL (South)** | **Helen.gilligan@ewsacademy.org.uk** |
| **Ella Lloyd-Jones** | **Deputy DSL (South)** | **ella.lloyd-jones@ewsacademy.org.uk** |
| **Harry Barrett** | **Deputy DSL (North)** | **Harry.barrett@ewsacademy.org.uk** |
| **Claire Wright** | **Deputy DSL (North)** | **Claire.wright@ewsacademy.org.uk** |
| **Alison Cole-Pendrey** | **Deputy DSL (South)** | **alison.cole-pendrey@ewsacademy.org.uk** |
| **Kelly Harry** | **Deputy DSL** | **Kelly.harry@ewsacademy.org.uk** |
| **Jo Chitty** | **Named Governor** | **Jo.chitty@ewsacademy.org.uk** |
| **Jamie Clarke** | **Executive Headteacher** | **jamie.clarke@ewsacademy.org.uk** |

1. **Peer on peer abuse**
* Peer-on-Peer abuse can take a range of forms (bullying, teenage relationship abuse, physical abuse, sexual abuse, online abuse etc.)
* Where peer-one-peer abuse has been identified, staff need to be aware of their responsibility to both parties involved and should also be alert to the possibility that the child or young person who has harmed another may well also be a victim.
* However, the interests of the identified victim should always be the paramount consideration and professionals should be alert to the fact that there is likely to be a risk to children other than the current victim

**Please see above advice from Keeping Children Safe in Education – Sep 2019.**

**Throughout the school closure staff should be mindful of home situations where there is an increased likelihood of peer on peer abuse and follow the procedures named in point 5**

1. **Roles and Responsibilities**

**These are in addition to the named roles and responsibilities in the Child Protection and Safeguarding policy (updated Nov 2019) for the duration of the school closure**

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| **Role** | **Responsibilities** |
| **DSL** | **To ensure that all policy changes and subsequent actions are carried out in a timely and effective manner****To ensure that named DSL on site carries out their duties on a daily basis****To oversee daily checks of My Concern****To ensure that information of vulnerable students is up to date and accurate****To oversee phone, e-mail and home visit contact with vulnerable students** |
| **Deputy DSLs** | **To be a point of contact for any staff concerns by e-mail or through My Concern****To provide advice, support and guidance for staff as required and appropriate****To keep staff updated about any changes to MASH arrangements and other ‘front door’ services** |
| **Head Teacher** | **Ensure governors are aware of and updated with government safeguarding guidance throughout the school closure****To ensure that SCR and safer recruitment procedures are up to date and carried out correctly.****To ensure that any bereavement support for staff, students and parents is in place if required** |
| **Teaching and non-teaching staff** | **Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.** **All staff should report any concerns as soon as possible (Please refer to guidance in Point 5)** |
| **Named governor** | **To ensure that the Head teacher/DSL is sharing up to date guidance and actions with staff, students and parents** **To liaise with the local authority in the event of an allegation against the Head teacher** |

1. **Protecting yourself online**

**Please see below advice and guidance for all staff**

* Review your privacy settings, and ensure that they are sufficiently robust. Sites such as Facebook allow you to view your page as different groups of people, eg friends, non-friends.
* Privacy tools that are available on many social media sites include: customising who can see your posts; controlling who can contact you and make ‘friend’ requests; keeping your location private; and approving tags before they are published.
* Discuss expectations around tagging posts with friends and family. For instance, you may prefer to not be tagged in any posts on social media.
* Regularly search your name in search engines and social media sites to check what information there is on the internet about you.
* If offensive or hurtful information is posted about you online, for instance, by a pupil or parent, never retaliate to the message. There have been cases where school staff have been disciplined by their employer for responding to posts online, even where they were not the instigator. Instead, make copies of all offensive content, including screenshots and URLs, and take them to your employer. Your employer must take action on cyberbullying in the same way as it would face-to-face bullying.
* If offensive material has been posted about you online, you can use the reporting procedures of the site involved to get the material taken down. More information on how to do this is available in the NEU self-help briefing on cyberbullying.
* Only use work equipment and email for work
* Ensure all of your devices, including work ones, are password protected. Do not give your password to anyone else and do not leave your screen unlocked if you move away from the device.
* Do not befriend any current pupils on social media – it is likely to be in breach of your employer’s policies.
* If pupils are consistently attempting to ‘friend’ you on social media, report this to your employer. PLEASE REPORT TO MBN OR HGN IN THE FIRST INSTANCE
* Carefully consider the implications of befriending former pupils, especially as they may have friends, siblings or connections to current pupils. Similarly, there are potential implications of befriending parents of pupils on social media – even if they are also a colleague. Therefore, it is recommended that all school staff do not friend former pupils or parents on social media. If you do decide to do this, let your employer know.
* Keep your personal phone number private and do not share with pupils or parents. If it is necessary to use a mobile phone to contact parents, When using social media, before posting or commenting on items, consider whether you would be happy for your employer, colleagues, pupils and parents to see it. If you wouldn’t want them to, then don’t post it online.
* Never criticise your school, employer, pupils or parents online.
1. **Online teaching**
* When conducting ‘live’ online lessons only send invitations out using google meet and send to student
* Staff or students should not share data (either your own or other people’s). You must ensure that all other documents are closed on your device except those you will use for the lesson which should be ready
* Be careful what you have in the background that students can see and hear (consider your own children/family photos/background noise etc)
* Staff and students should be dressed appropriately (not necessarily formally)
* Students should not be in bed or lying on their bed
* Be prepared to end meeting or ask students to leave if they are dressed or behave inappropriately. Any safeguarding concerns through My Concern as usual Remain professional and treat the online classroom like it was your own classroom
* Staff should not speak to one student on video alone – private dialogue can be through email so you have a record. End the meeting if there is only one student that joins (The meeting could be recorded in that instance)
* If parents intervene in the meeting in a way that you deem inappropriate or unhelpful – politely ask them to stop and end meeting if necessary. Ensure you report this to LL and HOY
* If you have Amazon Echo or Google Home devices switch them off before the meeting as the device may collect data
* Staff should keep a log of date, time, class code and lesson title of online meetings