

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

0. Monitoring and Review of Policy

0.1 This policy is reviewed regularly and updated as required.

Policy last reviewed by:	Alice Martineau (Deputy Head (Pastoral) & Designated Safeguarding Lead)
Date policy last reviewed:	August 2021 (changes as shown)

This addendum was initially produced during the period of lockdown due to the COVID-19 pandemic in Spring-Summer 2020, and refers to the provision of education where the School's entire educational and pastoral provision was delivered remotely.

From the new academic year 2021, the expectation is that all pupils are educated in person on the School's premises, and the standard Safeguarding and Child Protection 2020 policy should therefore be referred to by all staff. The following statement is therefore relevant from September 2021.

In the event of a third period of lockdown, or where all the educational and pastoral provision is delivered remotely, or in the event that the School is required to deliver a blended educational and pastoral provision to any pupil or group(s) of pupils, the following addendum applies to the remote aspect of that provision.

1. Introduction

1.1 This policy is an addendum to the School's Safeguarding and Child Protection Policy to outline additional measures required for Remote Provision of Education arising from the COVID-19 situation and should be read in conjunction with that policy.

1.2 This policy should also be read in conjunction with the following policies:

- Digital Safety Policy
- Behaviour Policy

2. Remote Working and Safeguarding

- 2.1 Staff must use only equipment provided by the School for remote working, unless expressly authorised to do so by a member of SMT in exceptional circumstances.
- 2.2 Staff and pupils may only communicate for the express purpose of teaching and learning via Microsoft Teams (in groups set up and monitored by the School's IT Services) and via School email addresses, except in the specific circumstances laid out in *Section 3: Telephone Communication*.
- 2.3 Pupils and staff must not use any communication tool other than School email addresses and School Microsoft Teams. Staff and pupils must ensure that they have the necessary equipment, Wi-Fi and software to effect this. The School will provide assistance to families who may find this more challenging.
- 2.4 Pupils and staff may use the camera feature whilst delivering lessons through Microsoft Teams. From January 2021 staff are **strongly** encouraged to deliver lessons where pupil cameras are utilized. This is on the basis that experience has taught us that discussion, particularly among older pupils in smaller groups, is more effective. Staff and pupils **MUST** use 'apply a background' from the 'show background effects' option. **For those pupils whose devices do not allow the blurring or modification of backgrounds, we ask instead that they sit in a part of the home with a neutral and suitably professional background, where no other member of the household may be seen. Any pupils whose backgrounds are considered inappropriate or concerning should be asked in the moment by the teacher to turn their camera off. The teacher should notify the relevant Head of Year of any concerns at their earliest convenience.** All pupils should mute sound, unless expressly given permission to do so by a member of staff.
- 2.5 In case of a failure to add background feature, all staff and pupils have been told to dress appropriately during the course of remote working.
- 2.6 **Lessons delivered through Microsoft Teams should not be recorded.**
- 2.7 One-to-one sessions should only take place if there is a specific teaching & learning need, such as a UCAS discussion, a career interview, or progress check discussions. Should a member of staff deliver a one-to-one session and choose to enable the camera function, the guidance concerning appropriate dress and blurring of backgrounds **MUST** be observed. These sessions should not be recorded. In order to make a record of the discussions, these sessions should be set up through the 'New Teams Meeting' button in the Outlook Calendar.
- 2.8 Any concerns or disclosures occurring during this period should be referred to the DSL or DDSLs as outlined in the School's Safeguarding and Child Protection Policy.
- 2.9 Learning Support lessons, MFL oral conversation lessons and music lessons from Visiting Music Teachers and the Director of Music, Chapel Royal are subject to specific criteria which have been determined and agreed by the relevant staff and parents of the pupils involved.
- 2.10 **Use of personal devices**

Staff who are using personal devices for remote working at home must make sure that all files and data created and saved or downloaded onto those devices during remote working sessions are removed at the end of each session. Some examples of remote working files or data could be:

- Files downloaded from (including Sharepoint, Onedrive)
- Files created in Office 365 (including Word, Excel, etc.) and saved onto the device
- Reports downloaded from iSAMS

If staff need to retain any files or data created or downloaded to personal devices, they should upload them to their school OneDrive account (or onto another school system). Such files and data **cannot** remain on personal devices. The safest way to work is within the online versions of Microsoft Word / Excel / Teams / etc. or to save work directly into the member of staff's Onedrive account whilst working.

3. Telephone Communication

3.1 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 telephone. A phone call should as a matter of course be set up via the 'New Teams Button' in the outlook Calendar, although it may be appropriate on occasion to make a phone call via a mobile phone.

We recommend that this contact is executed in the following way:

- **Pastoral phone calls which are made one-to-one via Teams must always be scheduled using the Teams Meeting function in Outlook.**
- Prior to undertaking them, staff should discuss the reasons for making telephone calls to pupils with their Head of Year, a DDSL or the DSL.
- Telephone calls from staff to pupils should be for pastoral or safeguarding reasons and be about the welfare and wellbeing of the pupils.
- Arrangements for a phone call should be made via school email addresses.
- Phone calls are not recorded. All conversations should be minuted on iSAMS or MyConcern as soon as is practicable after the phone call has taken place. These will not necessarily be verbatim minutes but should give an accurate reflection of the conversation.
- If making a phone call via a mobile device, staff must use the mobile phone number for the pupil given in iSAMS.
- Staff must use a school-issued phone and dial '141' before the pupil number in order for the caller ID to be withheld.
- Should a DSL, DDSL or Head of Year feel that a phone call is essential for safeguarding or wellbeing purposes they may phone (via a mobile device or Teams) a pupil directly (without arrangement via email first).
- Texting should be avoided, except from a school-issued phone by the DSL or a DDSL if there is reason to believe that a phone call may put a young person at risk.
- Any concerns emerging from a phone call should be reported to the DSL or a DDSL in the usual way.

- Pupils should **not** contact staff directly on the member of staff's phone or **via Teams**. Should a pupil wish to speak to a member of the pastoral team they should email the member of staff to request a phone call.

4. Safeguarding during School Closure

- 4.1 During any period of School closure, the DSL should notify any agencies involved with children that are known to them. This should be recorded.
- 4.2 School will notify social care leads of closures for any Looked After Children.
- 4.3 If a parent calls in saying that they are going to self-isolate a child and they are known to services, then the School must notify the service.
- 4.4 DSLs should expect to be kept up to date on any meetings that are held by social care regarding pupils on their roll. DSLs will follow up on any concerns accordingly.
- 4.5 There will always be a DSL or DDSL on-site during 'remote' learning periods if there is any pupil in attendance (see *Section 5: Key Workers' Children and Vulnerable Children*). The DSL and DDSLs are available by telephone or email at all times. This information is made available clearly to parents, staff and pupils.
- 4.6 On return to School, all attendance should be looked at closely to make sure all pupils have returned.

5. Key Workers' Children and Vulnerable Children

5.1 Key Workers' children

These are defined as a child who has one parent who is a 'key worker'. Key workers have been defined by the government as anyone whose work is critical to the Covid-19 response, and this includes NHS workers and teachers. Key workers who can safely keep their children at home are encouraged to do so.

5.2 Vulnerable Children

These include those who have a social worker 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 meet the definition of a Section 17 assessment.

- 5.3 The School recognises that schools know who their most vulnerable children are and have the flexibility to offer a place (to attend school in person) to those on the edges of receiving children's social care and support.

6. Training

- 6.1 All staff will be trained on all aspects of this Safeguarding Addendum, as well as having refresher training on safeguarding generally. This includes:
- internet safety
 - increased risks associated with greater length of time online, such as gambling and poor mental health
 - risk of being targeted by unknown adults online
 - risk of youth produced sexual imagery
 - risk of peer-on-peer abuse
 - lack of access to trusted adults, support systems and safety of school structure
 - limited access to counselling support, doctors, healthcare
 - parents, family, friends or self being ill
 - neglect at home as parents are working or caring for younger siblings
 - worries about academic work, university admissions (UCAS), the future
 - isolation and the attendant negative effect on mental health and wellbeing.
- 6.2 Any new-starter staff will be fully trained in safeguarding matters by the DSL, either via video-conferencing or onsite.
- 6.3 All staff, pupils and parents have been made aware of reporting systems for any safeguarding or child protection concerns, including CEOP. Parents, pupils and staff have been provided with resources for 'Advisory Services' such as Childline.