

Draft Appendix 1

The Ripley Academy

COVID-19 school closure arrangements for Safeguarding and Child Protection



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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 Ripley Academy Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Jayne Scattergood	0789 0305292	jscattergood@ripleyacademy.org
Deputy Designated Safeguarding Lead	Denise Maycock	07792 149375	maycockd@ripleyacademy.org
Headteacher	Lisa Walton		lwalton@jrn.education
Head of School	Jan de Rijk		jderijk@ripleyacademy.org

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 (Child in Need).

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.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) 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 Ripley Academy will continue to work with and support children's social workers 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. The lead staff for this will be Jayne Scattergood and Denise Maycock.

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 Ripley Academy will explore the reasons for this directly with the parent.

Students considered to be vulnerable will be 'RAG' rated by the DSL. Those who are considered to be 'Amber' will be encouraged to attend in line with national policy. If a child is assessed as 'Red' they will be compelled to attend, in so much as that being possible for the school. All risk assessments will take into account stay at home guidance from the Government and minimum access to safe staffing.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The Ripley Academy and social workers will agree with parents/carers whether children in need should be attending school – the school will then follow up on any pupil that they were expecting to attend, who does not. The school will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, The Ripley Academy will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

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

Designated Safeguarding Lead

The Ripley Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Jayne Scattergood

The Deputy Designated Safeguarding Lead is: Denise Maycock

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, My Concern and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all Academy staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

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

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via My Concern, which can be done remotely.

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

Staff are reminded of the need to report any concern immediately and without delay (on the same day that the concern comes to their attention).

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher or designated member of SLT on site.

If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher. Concerns around the Headteacher should be directed to the Chair of Governors: Phil Harding.

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 (2019). The DSL should 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 Ripley Academy, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our 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

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

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, school name 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).

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.

Where The Ripley Academy 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.

The Ripley Academy 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.

The Ripley Academy 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

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The Ripley Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

The Ripley Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school

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

Online teaching should follow the same principles as set out in the staff code of conduct.

The Ripley Academy 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
- 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 blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.

Staff must only use platforms provided by The Ripley Academy to communicate with students.

Supporting children not in school

The Ripley Academy is committed to ensuring the safety and wellbeing of all its students.

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 should ensure that a robust communication plan is in place for that child.

Details of this plan must be recorded on My Concern, as should a record of contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The Ripley Academy 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 will share safeguarding messages on its website and social media pages.

The Ripley Academy 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 at the school need to be aware of this in setting expectations of pupils' work where they are at home.

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 and recorded on My Concern.

Supporting children in school

The Ripley Academy:

- is committed to ensuring the safety and wellbeing of all its students.
- will continue to be a safe space for all children to attend and flourish.

- 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 COVID19.
- 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 and recorded on My Concern.

The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Where The Ripley Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

Peer on Peer Abuse

The Ripley Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. 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 school policy. 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. Concerns and actions must be recorded on My Concern and appropriate referrals made.

Support from the Multi-Academy Trust

The school will seek guidance and support from the MAT as necessary.



Safe contact with students during remote learning period – Staff guidelines

The following guidance is designed for teachers during the period of remote learning for students. We are seeking to adapt current practice to connect with students who cannot attend school at this time and create normality for these students. However, not all students will be able to access 'live' lessons due to lack of availability and/or shared online provision with siblings so we need to be mindful of this as well.

Use school channels to communicate

As always, staff should not communicate with parents or students outside school channels (e.g. they shouldn't talk to parents using their personal Facebook accounts, or contact students using their personal email addresses or phone numbers). Please refer to EMET staff Code of Conduct for further details.

As we aim to develop our online provision we are hoping staff will be able to increase their personalised teaching provision for students by introducing the use of a range of teaching methods e.g. voice over on PowerPoint presentations (see instructional video from CHU on how to do this), recording their own videos to share with students or using a live stream via Microsoft teams. There is not an expectation that every lesson will be live streamed.

Using live streams on Microsoft Teams (if you are comfortable to do so)

Students and parents will be receiving a letter detailing the use of Teams, they will also be given a set of key guidelines – a copy of these is included in this document for your reference.

Guidance for Teachers:

- Sit against a neutral background or record in your classroom from school (if appropriate)
- Avoid recording in your bedroom if you can (if that's not possible, use a neutral background)
- Dress as you would for school – no pyjamas!
- Double check that any other tabs open in your browser would be appropriate for a child to see, if you're sharing your screen
- Use professional language
- Where possible schedule online lessons when you would usually have a lesson with that class on the timetable, this should stop any cases of students becoming double booked

- If you would like some support during a 'live' session, please let a member of SLT know
- For any technical issues regarding Teams, please contact Dan Selvey or a member of the IT team who can assist you.
- Record live streams, so there's something to go back to later on if you need to, and keep a log of who's doing live streams and when. This can also be made available for any students who cannot attend the live event
- Ask students to be in a shared space within the home so they are not in their bedroom, tell them to let their parents know so they are aware of who will be in the background during this time.

For more information on the features of Teams please refer to the training provided by Dan Selvey on 3/6/20.

To record a live event in Teams, check the 'Recording available to producers and presenters' setting when you schedule your live stream. You can make the recording available for students too, by checking 'Recording available to attendees'. The recording will be available for 180 days after the event ends. Alternatively, during the call you can click on 'more actions' and 'start recording'.

To disable chat for students, uncheck the 'Q&A' setting when you schedule your live stream.

Reporting concerns

Staff should report any safeguarding concerns using My Concern immediately after the live session has finished so this be picked up by a DSL.



Microsoft Teams Student Guidelines

These guidelines are designed to make your experience in Teams sessions as effective and safe as possible.

Before the session

- Wear appropriate clothing (not pyjamas!)
- Ensure a responsible adult is around.
- Be in a shared room within your home
- Make others in the house aware that you are going to be involved in an online session.
- Avoid using your bedroom and sit in front of a neutral background.

During the session

- Your teachers will have the same conduct and behaviour expectations in a Teams session as they would in a classroom.
- Just like in the classroom, it is rude to speak over other people. Use the hand up feature if you wish to speak.
- Use appropriate professional language when speaking.
- Keep your microphone muted unless you are speaking to reduce any interference.
- You can decide if your camera is switched on or not. If you don't want to be seen keep it turned off.
- You may have access to the chat feature, use this to sensibly to ask or respond to questions.

Please note that all online 'live' sessions will be recorded so that students who cannot make the online lesson will have access to the recording afterwards.