



Fulham
SCHOOL

ADDENDUM TO CHILD PROTECTION AND SAFEGUARDING POLICY

COVID-19 SCHOOL CLOSURE ARRANGEMENTS FOR CHILD PROTECTION AND SAFEGUARDING AT FULHAM SCHOOL

**Fulham School is committed to safeguarding and this policy has been created in line
with Hammersmith and Fulham Local Safeguarding Children Partnership (LSCP)**

Created by: Ash Vargas April 2020

Confirmed by: Executive Group April 2020

Approved: Board of Governors April 2020

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for children who are vulnerable and for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Fulham School has followed this guidance while also creating a Virtual learning Environment (VLE) for all pupils.

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1. Key contacts

DSL Fulham Prep and overall lead	* Mr Ashley Vargas	avargas@fulham.school 020 7386 2449
Safeguarding Coordinator	Mrs Lesley Warrington	lwarrington@fulham.school 0207 386 2468
Fulham Senior	Miss Mekhla Barua (DSL) Mr Chris Cockerill (DDSL) Mrs Lesley Warrington (DDSL)	mbarua@fulham.school ccockerill@fulham.school 020 7386 2427 lwarrington@fulham.school 0207 386 2468
Fulham Prep	* Mr Ashley Vargas (DSL) Mr Neill Lunnon (DDSL) Mrs Storm Porter (DDSL) Mrs Lesley Warrington (DDSL)	avargas@fulham.school 020 7386 2449 nlunnon@fulham.school 020 7386 2441 sporter@fulham.school lwarrington@fulham.school 0207 386 2468
Fulham Pre-Prep	Miss Naomi Kershaw (DSL) Ms Di Steven (DDSL)	nkershaw@fulham.school dsteven@fulham.school 0207 471 4215
Designated Teacher for 'looked-after children'	Mrs Lesley Warrington	lwarrington@fulham.school 020 7386 2468
Designated Governor for Child Protection	Mrs Jane Emmett	jemmett@fulham.school 07970 715 072
Chair of Governors	Mr Nicholas Wergan	nicholas.wergan@inspirededu.com 07388 803 830
Vice-Chair of Governors	Mrs Jane Emmett	jemmett@fulham.school 07970 715 072

DSL and DDSL refer to Designated Safeguarding Lead and Deputy Designated Safeguarding Lead respectively

* Designated member of staff to coordinate welfare and contact and have oversight of all the vulnerable pupils during this period of time.

2. Scope and definitions

This addendum applies during the period of school closure due to COVID-19 and reflects updated advice from our three local safeguarding partners Hammersmith & Fulham, Kensington and Chelsea and Westminster.

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.

For all other points than those specifically covered here, our Child Protection and Safeguarding 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

3. 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 (DDSL) is available at all times (see section 5 for details of our arrangements)
- It remains 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

4. 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.

Staff should follow the usual procedure outlined in the Child Protection Policy.

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.

5. DSL and DDSL arrangements

We aim to have a trained DSL or DDSL on site wherever possible. Details of all important contacts are listed in the 'Key contacts' section at the start of this addendum.

If our DSL or DDSLs cannot be in school, they can be contacted remotely by phone or e-mail as per the contact details above.

We will keep all school staff and volunteers informed by email if contact arrangements of the DSL or DDSL changes on any given day, and how to contact them.

We will ensure that DSLs and DDSLs, wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or DDSL on site, a senior leader will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site DSL or DDSLs 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

6. 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:

- Our three local safeguarding partners
- 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

The following guidance is currently in place:

For LBHF, reporting child protection concerns remain the same; please contact the initial consultation and advice team (ICAT) on 0208 753 6600.

7. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be formally completing our usual attendance registers or following our usual procedures to follow up on non-attendance. However, we will informally monitor attendance at in our Virtual Learning Environment and take appropriate action, including where necessary a safeguarding response.

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, by contacting them by phone and/ or e-mail
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school:

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

Fulham School and social workers will agree with parents/carers whether children in need should be attending school. We will then follow up on any pupil who we were expecting to attend, who does not. We 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, Fulham School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

8. 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.

There are no changes in the school's normal procedures in this respect.

9. 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.

For any concerns or allegations against staff or volunteers please continue to inform the Head of Pre-Prep, Prep or the Headmaster immediately, following the guidelines in Part 15 of the Child Protection and Safeguarding Policy. If they are unavailable (or if the concern relates to the Chair of Governors) then concerns should be reported direct to the Local Authority Designated Officer (LADO): LADO@lbhf.gov.uk.

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 for the duration of the COVID-19 period, in line with government guidance.

10. 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 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.

Senior leaders, especially the DSL or DDSL 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. Fulham School 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 Headteacher (VSH) for children looked-after and previously looked after. The lead person for this will be Ashley Vargas (Deputy Head Pastoral Prep & Lead DSL).

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 Fulham School will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID-19, Fulham School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. Fulham School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

11. 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 where we have safeguarding concerns. We will risk assess these pupils and will work with parents/carers accordingly. These children are those who are on our Safeguarding Team's 'pupil concerns' document rated 'medium' or 'high'. These may include those 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 below:

- For those who we have a 'high' concern for, we will contact parents/ carers approximately once a week.
- For those who we have a 'medium' concern we will contact parents/ carers approximately once every two weeks.
- As far as possible, this will be staff who know the family well i.e. the Head of Year or Deputy Head Pastoral or other appropriate Senior Leader will make contact.
- Contact is most likely to occur over the phone or through a remote learning platform (Teams/Zoom). If this is not possible then there is the potential for a member of staff (accompanied by another staff member) to do a doorstep visit.

- If we can't make contact, we will make a decision as to whether we need to contact Children's Services.

12. 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 4 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 or video calls

13. Online safety

In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, we will turn to other staff members who have the necessary IT skills to assist. If they are not available then we will ask for advice from our partner schools as part of the Inspired group.

Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and E-Safety and Use of ICT Policy.

We have thoroughly checked and assessed the security of all our online platforms for delivering learning. Some key points:

- For Reception to Year 2, interactive online learning is accessed through our intranet (Firefly). This is password-protected and access is limited to those within our community.
- For Year 3 to year 11, online learning is accessed via Microsoft Teams. Only those pupils registered as members of the Team may access the virtual classroom.
- Online live learning is delivered via Zoom. Links to Zoom classrooms remain private within the School. Anyone requesting to join a Zoom classroom is placed in a meeting room. Teachers will only admit pupils registered under their correct names to the room. In the very unlikely event of any unauthorised access teachers would directly close the classroom, immediately terminating the session. No pupil details would be available at

any point to any unauthorised person. A full investigation would take place in the event of any such access.

We have conveyed appropriate communication and behaviour expectations online to staff and pupils. We have communicated to staff what is suitable and unsuitable from a safeguarding perspective.

Remote teaching will occur with groups of pupils (i.e. not 1:1). Where there is a requirement for 1:1 on-line teaching, teachers will request that another adult is present and request parent or guardian consent both for the session to take place and for the session to be recorded. The optimal arrangement for 1:1 live lessons is for both an adult to be present and the lesson to be recorded. However, 1:1 lessons may take place provided at least one of these conditions is met.

For 1:1 pastoral conversations, in nearly all cases the conversations will either be recorded (with consent) or an additional member of staff will be present. It may be that a 1:1 phone conversation is the most appropriate form of pastoral support. In that case, the situation will be discussed and risk-assessed by appropriate senior staff in advance. Pastoral staff involved in any 1:1 pastoral conversation of this kind will make clear notes on the termination of the call. These will be shared with the DSL or other senior member of staff and while the record will remain confidential, provided that staff do not believe there is a risk of harm to the individual, the notes will be retained on file to safeguard the interests of both staff and pupils.

If in the course of online teaching a teacher realises that a single pupil remains in the session for any reason, the teacher will immediately end the live element of the session, explaining the reason to the pupil. Live teaching will only resume when other pupils re-join the session.

For overseas pupils who are in different time zones, the intention is to record lessons (with consent from parents of all pupils in the class), so that these pupils can access them at their convenience. Any recorded lessons will not be shared with anyone apart from the parents of the overseas child and will be deleted as soon as the period of virtual learning is over.

An alternative will be for teachers to pass on an accessible lesson plan and resources which could be followed without the live instruction element.

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 4 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.

Working with parents and carers

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

14. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Pastoral support networks will continue to be in place either via a remote learning platform (Teams/ Zoom) or phone. Heads of Year, form teachers as well as the Deputy Head Pastoral and other senior leaders will be proactive to support pupils. The school counsellor will also be available to support the more vulnerable pupils and continue to meet remotely with those who have indicated that they would like to continue their sessions.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time. Information will be available on the intranet.

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.

15. Staff recruitment, training and induction

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.

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 Child Protection and Safeguarding Policy (and this addendum)
- Keeping Children Safe in Education 2019 part 1

We will decide on a case-by-case basis what level of safeguarding induction any staff 'on loan' need. In most cases, this will be:

- A copy of our Child Protection and Safeguarding Policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

DSLs and deputy DSLs can continue with their role even if their current training expires during this period.

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

16. 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 DDSL 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 if applicable
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, DDSL or SENCO can't share this information, the appropriate senior leader(s) will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

17. Monitoring arrangements

This policy will be reviewed as guidance from the three local safeguarding partners, the LA or DfE is updated, and as a minimum every 3-4 weeks.

18. Links with other policies

This policy links to the following policies and procedures:

- Child Protection and Safeguarding Policy
- KCSIE 2019
- Staff Code of Conduct
- E-safety and Use of ICT policy
- Health and Safety Policy
- Anti-Bullying Policy
- Whistle-Blowing Policy