Safeguarding in schools, colleges and other providers guidance 1 30/3/2020 (COVID 19)

In addition to our own approved safeguarding and child protection policies the following addendum will supersede this in the times that COVID19 closures, and care provision is in place. When developing the amended document the school has considered guidance set out by the DfE (March 27 9.41pm) in the context for our own setting and will update this as further DfE guidance is available along with updating the school's Governing Body of the changes to the policy and procedures.

This is an addendum to the following:

SCC guidance:

- Guidance for schools and education settings to develop safeguarding policies, SCC January 2020
- Guidance to develop child protection policies, SCC January 2020
- Processes for ensuring EHCP provision

Regent Park's own:

- Safeguarding and Child Protection policies
- Social media use policy
- Acceptable use of technology for staff and pupils
- Induction of staff and volunteer processes
- Risk assessment of staff and volunteer processes
- Single Central Record - safer recruitment policies
- Online learning processes
- Staff code of conduct/staff behaviour policy
- Emergency contact update for staff and pupil processes

Introduction

During the school shutdown period the roles of schools have shifted from business as usual to provide care; focussed on enabling there being places to provide children of critical workers and those considered to be vulnerable to be cared for, where alternative care cannot be found.

The principles of Keeping Children Safe in Education 2019 remain in place, but it is recognised that settings will need to amend their own policy and practice to reflect their own context as we move through the current situation**.**

Key information:

- Schools (or hub site) remain responsible for ensuring that no unsuitable person/s are able to enter the children's workforce or gain access to children
- Children should continue to be protected when they are on-line
- Adults should continue to place the best interests of a child first
- Contact with, and between professionals supporting children should be retained to ensure that the most up to date information is shared between professionals at this time in the best interests of the child and contextual, trauma informed safeguarding
- Staff should record they have received updated DSL contact details or recording processes and understand the changes. An agreed member of staff should take responsibility for recording this. Staff should also agree that they understand that it

is their responsibility to ask any questions if unsure about any changes or safeguarding processes as we move through the care providing period.

- Staff and volunteers should continue to report immediately any concerns they have
  - firstly, to a Designated Safeguarding lead (this may be in person, via an online system or email system ensuring information is shared securely and in line with data protection Act 2018)
- Schools should find a way of communicating to all staff who the DSL is each day and how to contact them, and details of any deputy. Including if provisions join in a hub arrangement or staff move settings. A DSL from both sites should be available if
  - schools join, even if remotely. A named senior member of staff should take on site responsibility and this should be made known daily either at reception or by electronic methods.
- Any referral should be confirmed as received by the DSL or deputy, especially if this is being offered remotely so that the member of staff completing the referral of information can be confident of information received and where relevant of actions taken.
- If a member of staff cannot reach the DSL, or deputy, or confirmation is not received they should speak to the senior member of staff on site, record this and then, if agreed, refer information themselves, without delay to MASH using the professionals line, or if appropriate to the Police directly.
- For any child moving school temporarily:
- there must first be a discussion with SEN team and parents regarding the
  - proposed changed provision and the risks this may bring to identified needs
- Second there must be a discussion between DSLs that is recorded to ensure that any pertinent welfare or child protection information is known. Ideally,
  - whichever plan/s are relevant will be securely shared before the child starts or as soon as possible after - CP plan, CiN plan, PEP, responsible Virtual school, or EHCP
  - Any information that supports the educational provision for a child with an EHCP should be shared with the SENCO, or senior leader which may be the DSL, ideally before they begin. Communication with staff leading activities in the care provision will be required to ensure a child's needs are met.
- The LA also expects that information for an individual child, without an EHCP but for whom it is provision in their usual setting will be shared and recorded. This could include nurture activities, assessed support not requiring an EHCP, known triggers for behaviours, or de-escalation techniques should be shared with the SENCO or agreed senior leader. This information, where it is in the best interests of the child should be communicated to staff leading any activities provided in the care provision.
- If the child is looked after any school move should be discussed, agreed and managed with the Virtual school staff.
- For any staff/volunteers moving setting temporarily they should ensure that the setting has provided them with any site child protection policy, details of the DSL and any on site lead, and how to report any concerns. If this is not provided on arrival, the staff member should seek it from the site senior lead or setting staff.
- If a setting is unable to sustain DSL availability, the Headteacher, DSL or a senior member of staff should contact Derek Wiles derek.wiles@southampton.gov.uk as soon as this is known. Subject should say DSL unavailable and your school name. alison.philpott@southampton.gov.uk should be cc'd.

- Any changes to DSL contact details should be emailed to alison.philpott@southampton.gov.uk. Cc: Danielle.rutherford@southampton.gov.uk: mark.oliphant@southampton.gov.uk: Jacqui.schofield@southampton.gov.uk

Designated Safeguarding Lead	Dave Strange
Deputy Designated Safeguarding Lead	Liz Cosford
Deputy Designated Safeguarding Lead	Sam Barnes
Deputy Designated Safeguarding Lead	Liz Bishop
Deputy Designated Safeguarding Lead	Andy Stone
Deputy Designated Safeguarding Lead	Dan Gates
Deputy Designated Safeguarding Lead	Simon Sinclair
Deputy Designated Safeguarding Lead	Kelly Moore
Deputy Designated Safeguarding Lead	Lorraine Jarvis

In School Arrangements:

Regents Park remains open for children of key workers and vulnerable pupils. The school is open from 8.30am – 2.40pm (normal school hours). The provision is staffed to ensure that there is at least one male and one female member of staff each day supporting the students. If one of these members of staff is not a DSL or Deputy DSL, then a DSL or Deputy DSL is contactable and available to come to school. Students are registered as they arrive. Safeguarding calls are immediately made for any students who do not arrive. All government guidelines are followed in relation to hand washing as they enter and leave the building. The cleaning team are working daily and ensure that the space used by pupils in deep cleaned daily. Sanitiser is available for staff and students. Students eligible for FSM are provided with a hot or cold lunch while they are in school. Students are expected to work through Google Classroom while in school. All social distance rules are enforced during the whole time that students and staff are on site.

Free School Meals

We decided to discontinue the packed lunch service each day for eligible students and instead offered the FSM voucher scheme, which has now been launched and all parents who are entitled to this have been contacted.

Key Worker Support

All vulnerable pupils (EHCP, CP, CIN, Early Help, SEMH), a central spreadsheet is being kept by the DSL with a clear expectation of how often the family are child are being contacted. Key staff fill in this spreadsheet with pupil updates and report any safeguarding concerns to the DSL. Safeguarding concerns are uploaded on CPOMs and in relevant cases, the DSL will directly notify any external agencies

All vulnerable students on the central spreadsheet are contacted at least once a week and this is recorded on the spreadsheet. ELT, HOY and Curriculum Leaders have access to the central spreadsheet and comments allow for further interventions or more frequent phone calls to be made. Tutors contact their tutees once every two weeks too.

Contents Section

1- Recording and sharing concerns

- Where possible in-school processes should remain the same. Records should be kept within a settings usual system where this is possible and timely.

- If the current process is not able to be used, then the planned changes and replacement system for recording concerns should be communicated to all staff.

- Staff should respond to the DSL, or nominated person, if they are due to be in school or in contact with young people through, for example online learning provision that they understand and know it is their responsibility to ask if they are unsure about any changes.

- If a young person moves setting temporarily then a record of any concern should be kept by the setting attended, and this should be shared with the DSL or Headteacher from the young person's usual setting as soon as possible, by telephone discussion, followed by transferring the record in a secure process after.

- MASH is currently operating with the same contact details. This process is currently unchanged. The process is also unchanged for Early Help.

Any record of a concern should include factual, accurate details of:

What happened? Exact words, with factually accurate recording, no personal opinion.
When it happened?
Who was involved?
Where did it happen?

As is usual practice: reassure the child/young person that you will support them by passing the information to the designated safeguarding lead who is trained to help with any issues they have and will know what needs to happen next. You must not agree to keep it a secret, not must you hold on to the information, it must be reported to the DSL without delay.

If allegations are of between peer sexual violence and sexual harassment, then please refer to the current guidance for Child Protection policies SCC January 2020 and KCSiE 2019 part five using any amended processes for contacting the DSL or deputy.

All current processes such as recording using body map (Appendix 1) remain in place. Staff are asked to seek guidance from the DSL if unfamiliar with this tool.

At no point should any photographs be taken of any marks or injuries; this remains the same as previous SCC child protection policy guidance (January 2020).

Whether staff are in school or at home. All staff continue to report any safeguarding concerns via email to the Designated Safeguarding Lead and Deputy Safeguarding Lead. The DSL will ensure that an acknowledgement reply to any concern is sent to the member of staff. Staff have also been reminded that Pastoral Teams will continue to support the safety and wellbeing of students in their year group and they can be contacted too as they normally would do in school. Both CPOMS and safeguarding concerns from external agencies are sent as alerts to the DSL and Deputy DSL.

2- Intelligence information

If information is intelligence for the Police, non-urgent and not clear if any crime has been committed but indicates that a young person or vulnerable adult may be at risk, or a crime may be/may have been committed use the online CPI form found at:
https://www.safe4me.co.uk/portfolio/sharing-information/

You should take advice from your DSL on any recording of information within school system. IMPORTANT: The CPI form should not be kept once submitted. It should be used for non-urgent intelligence information that may indicate something may have happened or be about to happen. Any member of staff can, in their professional capacity provide information by using a CPI form, though it is recognised most staff would want to speak to the DSL first, it is recognised at this time this may not be possible.

This will normally be coordinated by a DSL or Deputy DSL however, during this time, another member of SLT or HOY can send in a CPI form.

Referrals to MASH are separate and may be required as well depending on the information needing to be referred. (See safeguarding update 3, Friday 3rd April for further details)

3- Designated Safeguarding Leads

- Contact information should be kept up to date and communicated to staff effectively.

This should also be communicated to the Local Authority, if there are any updates from the information already shared. This is collated by alison.philpott@southampton.gov.uk ; danielle.rutherford@southampton.gov.uk and shared with MASH Education navigator, Mash manager, MASH ATM, MASH sergeant, Social Care leaders and managers and Operation Encompass for safeguarding of children and young people or vulnerably adults.

Settings should provide clear information daily (including out of hours and holiday time contacts) – at reception and via electronic communication for all adults – who the Designated Safeguarding Lead is, how to contact them, and what to do if the DSL is working remotely and an onsite person is leading any face to face discussion required.

This includes ensuring that any volunteers or additional providers supporting Easter school are clear about their responsibilities and contact details for safeguarding leads and LA staff.

Discussion with professionals such as, for example, MASH, social care colleagues should remain a key facet of your role, ad be undertaken through the same phone numbers and referral routes as business as usual practice currently.

Any trained DSL will remain considered as trained during this period, even if their two-year role specific training runs out during this time.

Any amendment to practices and processes should be considered by the DSL with the Headteacher, or senior lead in the absence of the Headteacher in the context of safeguarding and child protection prior to their implementation. Governors should be kept up to date.

DSL, deputy or the designated on site lead for safeguarding should ensure that wherever required partners are able to carry out assessment and interviews where needed with children and young people where they are a statutory duty or in the best interests of the child.

Contact information is kept up to date and communicated to staff every week. This has also been communicated to the Local Authority, and will continue to be f there are any updates from the information already shared. This is collated by alison.philpott@southampton.gov.uk and danielle.rutherford@southampton.gov.uk. Information around who the DSL and Deputy DSLs are is on our website .The DSL and Deputy DSL details are in reception and the site team are aware of who to contact when needed. The DSL and Deputy DSLs are clear that they must continue to work with other professionals such as, social workers and the MASH team in the best interests of the young person.   Any trained DSL will remain considered as trained during this period, even if their two-year role specific training runs out during this

time. All DSL and Deputy DSLs are trained until July 2020 when two out of the five expires. Any amendment to practices and processes will be considered by the DSL with the Headteacher.

Governors will be kept up to date weekly by the DSL with any amendments to the policies. The DSL will ensure that wherever required partners are able to carry out assessment and interviews where needed with children and young people where they are a statutory duty or in the best interests of the child.

Oversight

- Oversight by DSLs must be undertaken regularly so that any information noted by staff can be considered in context for each individual child and referred on where necessary.

- Any contextual note should be added to the record, and any actions clearly set out, with a timeframe, and checked they have been completed and any outcome. This will support contextual safeguarding if the DSL with the most knowledge of an individual child becomes ill, unable to access records.

DSL training and updates will be provided through the following mechanisms:

1- Training - The LA are developing support, advice and guidance for Designated Safeguarding Leads (DSL's) in line with government guidance and local needs we will review this regularly. Updates will be provided through training support and the safeguarding weekly update from the LA.

2- The safeguarding update will be distributed every Friday evening by the LA, providing useful information and resource links. This is not training but will help DSLs keep up to date with any guidance and common local queries.

4- Sharing of information

- Whilst Regents Park will continue to have due regard to Data Protection Act 2018 and GDPR this does not prevent the sharing of information where that is strictly necessary for the purposes of keeping children safe. Further advice can be found paragraphs 76-83 of KCSiE 2019.

- Templates provided to record sharing in the Retention and transfer of records policy (SCC January 2020) can be used, but as the setting move is temporary a record of what information has been discussed between DSLs (and where appropriate SENCO's), logged by both settings in their recording system is sufficient.

5- Meetings of professionals for safeguarding purposes

The majority of meetings are now happening via telephone discussions. These include:

- Child protection conferences and Child in Need meetings
- Return interviews from missing episodes (case by case basis)
- LADO strategy and review meetings (case by case basis)

A risk assessment is in place for SCC colleagues to determine how to proceed if it is deemed that a face to face/home visit may be required. We are not expecting any of our staff to go out on home visits, however we are required to provide up to date information, given circumstances, for each child. This is most likely through a discussion via telephone. SCC requests that you ensure that whilst participating in calls that are likely to include sensitive information you are careful about who can hear the information being shared, and

share any written information securely, in line with any amended setting policy and processes.

6- Attendance

- Schools are expected to have offered a place to all children who have at least one parent who is a critical worker and all those who have a social worker and/or EHCP.

- **Attendance is being submitted to the DFE on the daily spreadsheet until notified otherwise by the DfE.**

- As recommended by the LA, a record of this is being retained, and the timing of sessions attended and offered (see School Provision during Coronavirus closures)

Attendance of vulnerable children

- It is an expectation that vulnerable children (those with a social worker, or meeting Section 17 definition of the Children's Act 1989) will take up places to attend school, unless through consultation with the school, social worker and the family it is agreed that it is not in the best interests of the child to do so. This may be due to an underlying health condition or other known contextual factors agreed by the social worker. We have made the provision available to the majority of vulnerable students in some capacity.

- The definition of vulnerable children includes those with an EHCP up to the age of 25. Many children and young people with EHC plans can safely remain at home. Schools, colleges and other training provider and local authorities will need to consider the needs of all children and young people with an EHC plan, alongside the views of their parents, and make a risk assessment for each child or young person. The Local Authority together with schools and colleges will need to decide who is best placed to make the risk assessment.

Before closing the school, all parents with students that have an EHCP were called to discuss whether their child was going to access the in school provision and the risks below were considered: The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice form an appropriate health professional where required; the risk to the individual is some or all of the elements of the EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or usual setting; the ability of the individual's parents or home to ensure their health and care needs can be met safely; the potential impact to the individual's wellbeing of changes to routine or the way in which a provision is delivered.

A number of risks must be considered for each individual. Including:

- The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice form an appropriate health professional where required.
- The risk to the individual is some or all of the elements of the EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or usual setting
- The ability of the individual's parents or home to ensure their health and care needs can be met safely

- The potential impact to the individual's well-being of changes to routine or the way in which a provision is delivered.

- The Coronavirus Act 2020 has temporarily suspended the statutory duty on Local Authorities to maintain national curriculum / core provision for children, as long it can demonstrate reasonable endeavours to do so during the COVID19 period.

- Schools will need to work closely with the SEN team to establish provision and communicate any proposed changes if staffing or context changes within each individual setting as soon as it is known.

- It is expected that schools, SCC SEN staff and social care staff will communicate regularly, and the school will take the lead on establishing expected attendance and communicating any non-attendance or changed attendance the same day to the social worker, SEN team or line manager. In addition to this, to ensure that the students and family feel supported, the child's key worker/ SENDCo/ DSL is now making at least weekly contact with the parent.

- For those children who are being supported by children's social care, local authorities will be expected to prioritise support to the most vulnerable, including undertaking necessary visits whilst taking appropriate infection control measures. Schools should be aware of which children need a priority visit due to non/different than expected attendance or isolation decisions and should communicate this at the earliest opportunity to the social worker/professionals working with the child/family.

- Schools are expected to observe the guidance on social distancing wherever possible and we will not be conducting home visits currently. https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings

- If the SEN team, social worker or line manager cannot be reached schools are asked to notify: SEN – child or young person with EHCP: Tammy Marks tammy.marks@southampton.gov.uk (Subject Childs name ATTENDANCE) Child on CP Plan, CiN or other pupils with additional professional involvement: Alison Philpott alison.philpott@southampton.gov.uk (subject Childs Name ATTENDANCE) It will be particularly important to communicate any changes to expected attendance for vulnerable children to their social worker/SEN team/ additional professionals working with the child/family without delay.

7- Contact with other children for whom there may be concerns or no concerns but were not offered a place in the care provision process

Schools should develop a process whereby they can establish regular contact, within specific guidelines and acceptable use of technology processes and staff behaviour policy/code of conduct with other pupils on roll at their setting.

This will be important to support children's mental health and well-being as the current societal challenges relating to COVD19 and individual family circumstances will inevitably be more challenging for many children.

It should also be designed to retain the sense of belonging a child and young person has with their current educational setting which should support re-establishment of normal expected patterns of regular attendance once the system returns to an educative rather than care function.

It will enable schools to report any concerns regarding the safety of children who are not open to Children's Social Care as effectively as possible in the current circumstances. Concerns should be recorded in the same, if necessary, amended processes that are in place through the DSL, deputy or named senior safeguarding on-site lead.
Recording of concerns should occur as outlined earlier (reporting and recording concerns)

To support students' mental health and wellbeing, useful websites, contact details and resources have been shared on the school's website.

8- Safer recruitment

Additional staff/volunteers on site or staff moving schools

The setting where provision is located is responsible for ensuring no unsuitable person/s are able to have access to children and young people at this time. It is their responsibility to assure themselves that any checks carried out by other providers are in appropriate and in place.

This is not currently applicable to us.

DBS Checking

Part 3 KCSiE remains in place. There are changes to the DBS guidance for ID checking for enhanced and standard DBS checks to minimise the need for face-to-face contact. https://www.gov.uk/government/news/covid-19-changes-to-standard-and-enhanced-id-checking-guidelines

Single Central Register during COVID-19

LA guidance is that schools may wish to set up a separate tab on their Single Central Register to record any additional or changed staffing or volunteers for the period to cover COVID19.

This should include:

- The name of the temporary staff/volunteer
- The role they will undertake and if it is regulated/unregulated activity as set out in KCSiE 2019
- the name of employer who has carried out the checks
- a record of which checks have been completed, and if they were all clear/as expected
- the date information was received and by whom
- a note of any risk assessment carried out by the new temporary setting – who carried it out and when, and any special arrangements to be followed
- identification check completed by new temporary setting
- any qualifications relevant to role, including first aid, paediatric first aid
- days and times each person was in school/ actively scheduled to be taking a session

This is not currently applicable to us.

9- Induction of new staff/volunteers

Induction for any new staff/volunteers should continue and include the confirmation that they have read and understood KCSiE 2019 part 1, and know it is their responsibility to ask any questions if they are unsure.

10- Referrals to TRA or DBS

Advice about referrals to the Teacher Regulation Agency should continue to be followed as set out in paragraph 166 of KCSiE 2019 and at www.gov.uk/guidance/teacher-misconduct-referring-a-case. During COVC19 referrals should be made by emailing: Misconduct.teacher@education.gov.uk

All referrals will continue to be considered, but no hearings will be scheduled at this time. If a serious safeguarding concern is referred and it is deemed it is in the public interest consideration will be given by the TRA as to whether an interim prohibition order (IPO) should be put into place. Settings must continue to follow their statutory responsibilities to refer to the DBS anyone who has harmed or poses a risk of hard to a child or vulnerable adult, as set out in Paragraph 163 of KCSiE 2019.

Schools are asked to review their acceptable use of technology, e-learning and social media policies and procedures to ensure that any processes they have put in place safeguard children and young people, and also do not increase the risk of allegations against staff (see also working remotely section below).

A named member of staff should undertake a recording task to ensure that staff understand the updated or changed policy or processes with respect of distance learning and communication methods.

At no time should a staff member use personal social media channels to communicate with a pupil. Settings should ensure that **all pupils, staff and volunteers** receive communication regarding how to contact staff or external agencies such as the Local Authority, or external approved agencies, if they have any concerns.

It is advised that where on-line lessons are being used with individual or small groups of pupils that more than one member of staff is present online within the session where possible.

Acceptable Use of Technology, e-learning and social media

- The school policy remains in place however; it is important to note that:
- Google Classroom will be used by teaching staff to set work each week. Teachers may communicate briefly through this to support the students access the work or congratulate them when they are doing well
- Google Classroom and the school's website will be used by the pastoral team and leadership team to communicate whole school or year group information to parents and students.
- Designated key staff will access SIMS in the normal way from home to get the contact details of parents and carers. Staff will use 141 or turn off caller ID before dialling so that the number is withheld.
- The school website, Twitter and Facebook account will be used to communicate whole school messages - the Business Manager, Headteacher and Deputy Head Teachers will be responsible for this.
- Students and parents can contact staff through the school's info@ email. The email addresses have been shared through our website.

- Staff can contact students and parents through Google Classroom or via phone. Notes of contact should be logged.
- Members of staff will not communicate with students and parents via social media
- If a member of staff is concerned by a parental or pupil Google Classroom/phone conversation/social media post, it will be reported in the normal way via communication with the Designated Safeguarding Lead or Deputy Safeguarding Lead
- Where Google Classrooms are being used, more than one member of staff must have access to this.

11- **Working remotely**

Mental health and well-being advice for supporting children and young people

https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing

Is it recommended that education staff familiarise themselves with this document and also refer parents and carers to it should they consider it will be helpful for them as well.

This has been shared with staff as it is recommended that education staff familiarise themselves with this document.

Working remotely and electronically – settings and staff

We continue to ensure that appropriate filters and monitoring systems (www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering - and-monitoring) are in place to protect children when they are on-line using the settings IT systems of recommended resources.

The Business Manager and the IT Network Manager are responsible for maintaining safe IT systems, and what the contingency should be IT Support Team fall ill/ be unavailable.

The following links support governing bodies and proprietors to assure themselves that any new/changed arrangements continue to effectively safeguarding children online.

https://www.gov.uk/government/publications/online-safey-in-schools-and-colleges-questions-from-the-governing-board

The following link provides support for professionals with any online safety issues they face.

https://saferinternet.org.uk/helpline/professionals-online-safety-helpline

Staff must ensure that any sensitive information is stored or discussed in as secure a manner as is possible given each workers home working circumstances. Staff must lock their laptops when they are not in use and not share the laptop password with anyone. Where possible documents should be password protected when sending via email. Settings will need to ensure that any change processes are in line with Data Protection Act 2018 and GDPR requirements.

As most children will not be physically attending school it is important that staff continue to look for signs if children are at risk, and continue to record in school systems, or revised school systems anything noticed, however small. All staff are aware of the safeguarding processes.

The government is providing guidance of providing education remotely – this should be read and followed once it is available. It will set out four key areas that leaders should consider as a part of any remote learning strategy, including the use of technology.

For many settings this will be a time where the use of on-line learning has been introduced or expanded. This can create gaps in safe and acceptable use for adults and children and young people without full assessment of processes and understanding clearly set out regarding acceptable use.

As stated, it is recommended that the acceptable use of technology, including social media policies are reviewed and clarified with all staff, and pupils at this time. It is likely that with such an increased usage of online learning at this time current policies may require an addendum to cover practice during COVID19. Schools will need to decide this in context.

The principles set out in the guidance for safer working practice for those working with children and young people in education settings published by the safer recruitment consortium (https://www.saferrecruitmentconsortium.org) may help leaders satisfy themselves that their staff behaviour policy/code of conduct is robust for the changed circumstances.

Staff will need to ensure that any sensitive information is stored or discussed in as secure a manner as is possible given each workers home working circumstances.

Settings will need to ensure that any change processes are in line with Data Protection Act 2018 and GDPR requirements.

As most children will not be physically attending school it is important that staff continue to look for signs if children are at risk, and continue to record in school systems, or revised school systems anything noticed, however small.

As set out earlier, it is even more important than usual that any record of concern noted has clearly set out details of what was noticed, when and what actions were taken as a result as staff will have less contact and discussion face to face to explore concerns.

The government is providing guidance of providing education remotely – this should be read and followed once it is available.

It will set out four key areas that leaders should consider as a part of any remote learning strategy, including the use of technology.

Working remotely and electronically – children and young people

Keeping children and young people safe when most of the learning, for most pupils, will be provided through an online platform accessed by parents or themselves is a priority.

Settings will need to provide:

- An up to date agreement about acceptable use of technology in the current situation, including social media between students and staff that is written in a level of English pupils can understand. It may need to be translated for pupils/parents with little or no English or provided in an alternative way for those with difficulty accessing written communication.
- Boundaries regarding times to access teachers, or a trusted adult should be set with clear guidance about who to contact if a child or young person has a concern outside of these hours. This should include the two-week Easter holiday period coming up
- Clear reporting mechanisms for reporting concerns when online, as well as reporting routes back to school and through other organisations such as:

- Childline: https@//childline.org or 0800 11111
- UK Safer internet centre to report harmful content https://reportharmfulcontent.org
- CEOP for advice about making a report about online abuse https://ceop.police.uk/safety-centre

- Parental information set out below sign posting where support for parents and carers to keep their children safe online can be found should be shared with all parents and carers:
  - Internet matters https://internetmatters.org
  - London Grid for Learning http://lgfl.net/online-safety
  - Net-aware https://net-aware.org.uk support form the NSPCC for parents
  - Parent info https://parentinfo.org
  - Thinkuknow http://thinkuknow.co.uk advice from the National Crime Agency
  - UK Safer Internet Centre https://www.saferinternet.org/advice-centre/parents-and-carers

(This will be distributed to parents and students w/c 20th April).
- Resources will be monitored & spot checked by HOY and SLT
- Communications to parents is set out as clearly as possible what children and young people will be asked to access
- Parents and carers are able to contact staff via info@regentspark.southampton.sch.uk or via phoning the school. The Admin team will notify relevant staff and ELT of parental/ student queries regarding home learning.

12- Employment and exploitation of young people

It is known that at times young people are exploited through employment. The regulations in place to protect young people are clear. However, we are already becoming aware that young people are joining in the volunteer groups developing to support in local communities. Whilst this is not against the law, it does mean there is an opportunity to exploit young people. SCC requests that during this time, when in conversations with young people and families that you note any "employment" that you are unclear about, record this in your recording concerns system, and if you feel it appropriate that the DSL, deputy or senior site lead, or individual staff contact MASH to inform and discuss.

13- Hidden Harms

Police colleagues request, together with safeguarding partners that education staff remain aware that breast flattening, FGM, faith-based abuse will be possibly more difficult to consider at this time, but that does not mean it is not occurring. The risks of home-based breast flattening and FGM remain. Therefore, please ensure that all concerns are recorded on CPOMs for the DSL to discuss with MASH if needed. If a teacher knows that FGM has occurred the statutory duty remains in place that it is their personal responsibility to report this to the police directly. Where a teacher is unclear if it has occurred then the referral route to MASH should be followed and discussed with the DSL.

14- HUB arrangements – settings joining on different sites

All decisions that require movement away from settings current policy and procedure should be agreed with a designated safeguarding lead, senior member of staff and clearly recorded in file.

This is not relevant to our setting currently

15- Contact information

At time of publication (Tuesday 31st March) all referral routes into the Local Authority are as below:

Multi-agency safeguarding hub:	https://www.southampton.gov.uk/health-social-care/children/child-social-care/multi-agency-safeguarding-hub.aspx (online referral form here)	Telephone number for professionals: 02380 832300	Email address: MASH@southampton.gov.uk
Early Help hub:	https://www.southampton.gov.uk/health-social-care/children/children/child-social-care/early-help.aspx	Telephone number: 02380 833311 offer of discussion at this time, which may then lead to needing a referral	
LA designated Officer: Jemma Swann		TEL: 02380 382693 Mobile: 07500 952037	Email address: LADO@southampton.gov.uk
Operation Encompass remains operational and same process	Emails will come securely to DSL and Deputy DSL		
Lead for Education: Derek Wiles			Derek.wiles@southampton.gov.uk
Lead for safeguarding in School improvement team: Alison Philpott		TEL: 07500 050277	Alison.philpott@southampton.gov.uk