



**Abbas and Templecombe
Church of England Primary School**
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Addendum to Safeguarding Policy – 2020-21 – Covid 19 – LOCKDOWN 3

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Author	James Webb/Maxine Mewett	
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Consultation	This Policy has been prepared in line with the guidance and procedures of South West Child Protection Procedures and Somerset Safeguarding Children Partnership. It is broadly derived from the National Safeguarding Scheme exemplar policy.	

Context

From 5th January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for vulnerable children and those children of workers critical to the COVID-19 response who absolutely need to attend and therefore can't be safely cared for at home.

This addendum of the Abbas and Templecombe Primary School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements.

Safeguarding Roles:

Designated Safeguarding Lead: Mrs Maxine Mewett
Email address: mmewett@educ.somerset.gov.uk

Designated Deputy Safeguarding Lead: Mrs Melissa Brazier
Email address: mbrazier@educ.somerset.gov.uk

Assistant Designated Safeguarding Lead: Miss Laura Hancock
Email address: lhancock@educ.somerset.gov.uk

Designated Teacher for Looked After Children: Mrs Maxine Mewett
Email address: mmewett@educ.somerset.gov.uk

Prevent Lead: Mrs Maxine Mewett
Email address: mmewett@educ.somerset.gov.uk

Child Sexual Exploitation Lead: Mrs Maxine Mewett
Email address: mmewett@educ.somerset.gov.uk

Safeguarding Governance Lead: Mrs Gemma Titcomb
Email address: gtitcomb@educ.somerset.gov.uk

Safeguarding Team: Mrs Maxine Mewett, Mrs Melissa Brazier and Miss Laura Hancock

Vulnerable Children

In this addendum, where we refer to vulnerable children, this means those who:

- Are assessed as being in need, including children:
 - With a child protection plan
 - With a child in need plan
 - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been identified as otherwise vulnerable by our school or Local Authority, for example, those who are:
 - On the edge of receiving support from children's social care services or in the process of being referred
 - Adopted or on a special guardianship order
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation
 - Young carers
 - Care leavers
 - Facing difficulty engaging with remote education at home (for example, due to a lack of devices or quiet space to study)
 - In need of support for their mental health

Those with an EHC plan are encouraged to attend school full time but if this is not possible they will be risk assessed in conjunction with the local authority and parents to decide how their needs will be met.

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

Abbas and Templecombe Primary School will continue to work with and support individual 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 person for this will be: Maxine Mewett.

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 Abbas and Templecombe Primary School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID-19, Abbas and Templecombe Primary School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

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.

Abbas and Templecombe Primary School and social workers will agree with parents/carers whether vulnerable pupils should be attending school. The school will then follow up on any pupil that they were expecting to attend, who does not. A member of the senior leadership team will also follow up with any parent or carer who has arranged care for their child(ren) who do not subsequently attend.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Abbas and Templecombe Primary School will notify their social worker and maintain remote contact with the family asking to speak to the child(ren) on each occasion of making contact. Frequency of contact will depend on the circumstances but will not be less than one a week.

Designated Safeguarding Lead

Abbas and Templecombe Primary School has a Designated Safeguarding Lead (DSL), a Deputy DSL (DDSL) and an Assistant DSL (ADSL).

The Designated Safeguarding Lead is: Mrs Maxine Mewett

The Deputy Designated Safeguarding Lead is: Mrs Melissa Brazier

The Assistant Designated Safeguarding Lead is: Miss Laura Hancock

There will be a member of the safeguarding team on site at all times when school is open.

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 on a Children Matter Form for Safeguarding concerns (emailed to the DSL and DDSL) and for all other welfare/school work contacts with parents on the shared Contact Update Lists via OneDrive, which can be done remotely. A member of the Senior Leadership Team will read these contact sheets on a daily basis.

Staff are reminded of the need to report any concern immediately and without delay, regardless of whether this is about a pupil, family or a member of staff.

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 their refresher training becomes overdue.

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 Abbas and Templecombe Primary School, they will continue to be provided with a safeguarding induction.

If staff are employed 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

Upon arrival, they will be given a copy of the receiving setting's guide to child protection, this addendum and the DSL and the DDSL's emergency contact information.

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, Abbas and Templecombe Primary School 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 Abbas and Templecombe Primary School 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.

Abbas and Templecombe Primary School 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.

Abbas and Templecombe Primary School 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'.

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, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Abbas and Templecombe Primary School 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

Abbas and Templecombe Primary School 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 we do in school.

Abbas and Templecombe Primary School 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 1:1's, 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 if containing personal material eg. family photos.
- Live classes should be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms previously agreed with the Senior Leadership Team to communicate with pupils.
- Staff should record the length, time, date and attendance of any sessions held.
- Staff will adhere to code of conduct / relevant IT policies at all times.

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, where relevant, 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 teaching and resources our school provides.
- Know where else they can go for support to keep their children safe online.

A letter has been sent home – see Appendix A.

Supporting Children Not In School

Abbas and Templecombe Primary School is committed to ensuring the safety, physical and mental health and wellbeing of all its children and young people. The Pastoral Team works under the supervision of the Senior Leadership and Safeguarding Teams.

Teaching staff have categorised pupils' / families' level of need based on what we know of families' circumstances:

- Category 1 pupils will receive a minimum of 1 phone call a week and pupils should be spoken to during this call, these families may also receive email check ins. In addition to this the children will be invited to live Google Classroom meetings and engagement with work set online will be monitored/support offered if needed.
- Category 2 pupils will receive a minimum of 1 phone call every 2 weeks and pupils should be spoken to during this call, families may also receive email check ins. In addition to this the children will be invited to live Google Classroom meetings and engagement with work set online will be monitored/support offered if needed.

All interactions should be recorded on the shared Contact Update Lists via OneDrive, which can be done remotely. If using personal phones, staff should block their number before commencing the call. A member of the Senior Leadership Team will read these contact sheets on a daily basis. Immediate concerns should be raised straight away with a member of the Senior Leadership Team before being logged on the tracker.

For safeguarding concerns please follow 'Reporting a Concern' guidance earlier in this document.

Abbas and Templecombe Primary School 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 Abbas and Templecombe Primary School need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting Children in School

Abbas and Templecombe Primary School is committed to ensuring the safety and wellbeing of all its students.

Abbas and Templecombe Primary School will continue to be a safe space for all children to attend and flourish. The Senior Leadership Team will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Abbas and Templecombe Primary School will refer to the Government guidance for education and childcare settings and follow advice from Public Health England on measures to limit the risk of spread of COVID-19.

Abbas and Templecombe Primary School will ensure that where we care for children of critical works and vulnerable children on site, we ensure appropriate support is in place for them.

Where Abbas and Templecombe Primary School has concerns about the impact of staff absence – such as Senior Leadership Team, Safeguarding Team or First Aiders – we will discuss them immediately with the LA.

Peer on Peer Abuse

Abbas and Templecombe Primary School 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 the Child Protection 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 as per the guidance earlier in this document and appropriate referrals made.

APPENDIX A



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21st January 2021

Dear Parents/Carers,

Re: ONLINE SAFETY SUPPORT AND ADVICE FOR PARENTS

During this time of learning at home, the use of technology has been key to supporting learning and helping families to keep in touch with friends and loved ones. We wanted to take this opportunity to outline what support is available to help families and children with online safety and to give some guidance on how to keep your children safe while they are online at home.

Below, please find a list of important actions to ensure that your children are using technology safely in the home:

- **Location:** Ensure that your child only uses technology in a public space at home, supervised by a parent or carer.
- **Social media & age-appropriateness:** Monitor **all** technology your child/ren are using. Please regularly check all devices that your child is using and make sure that they are not accessing APPs or websites that are not age-appropriate. The picture attached to the end of this letter will help you in your decision making.

We are sure you are aware that signing up to the social networks below means you are over 13 but we recognise that some children are using these, although we would strongly advise against this. If your children are using any of these social network platforms, please check these links to help you keep your children safe:

- <https://swgfl.org.uk/resources/checklists/snapchat/>
- <https://swgfl.org.uk/resources/checklists/instagram/>
- <https://swgfl.org.uk/resources/checklists/tiktok-checklists/>
- <https://swgfl.org.uk/resources/checklists/roblox/>

- **Parental controls:** Ensure that you have up-to-date parental controls on all devices that your children are accessing. If you are unsure what to use, there is some advice here: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>
- **Open discussions:** Please keep talking to your child about keeping safe online. Have you created a family agreement about how to keep safe? You might find this useful to complete together. Please find a template at the end of this letter which you can use as a starting point for a discussion with your children on how they can stay safe online.

Please also see National Online Safety's 'Remote Education: 10 Top Tips for Parents' poster at the end of this letter for practical advice on how to support your child in staying safe online whilst completing remote learning.

Some other helpful websites are:

- NSPCC Online Safety <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- Advice on screen time <http://bit.ly/RCPCH-ScreenTimeForParents>
- Ask About Games www.askaboutgames.com

Technology is wonderful and it is a vital part of our children's world and learning, but it is essential we continue to support them in using it in a safe and healthy way. A big part of this is ensuring that they are supervised using devices. If you have any questions, please do not hesitate to contact us.

Any online Safeguarding concerns should be reported to a member of the school Designated Safeguarding team:

Mrs Max Mewett (Designated Safeguarding Lead) - MMewett@educ.somerset.gov.uk,

Mrs Melissa Brazier (Deputy Designated Safeguarding Lead) - MBrazier@educ.somerset.gov.uk

Miss Laura Hancock (Assistant Designated Safeguarding Lead) - LHancock@educ.somerset.gov.uk

However, if a child is at immediate risk, please contact Somerset Direct on 0300 123 2224.

With very best wishes to you and your family,

Yours faithfully



Melissa Brazier
Acting Headteacher

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?



This is an agreement you can use to help your child stay **healthy, happy, safe** when they use technology

Our Family Contract

Children agree to

- Talk about what I do online and the technology I use
- Show you what I do online
- Check before I download a new app
- Share games I play
- Join in with family activities

Adults agree to

- Stay calm when problems happen with technology
- Ask permission before posting photos of family
- Discuss apps and check them out together
- Join in with technology activities

Everyone agrees to

- Family time without technology
- Switch off at an agreed time each night
- Talk about what we do online, just as we do with other activities
- Keep screens out of bedrooms

REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start to with, missing out on seeing their friends every day might take its toll.

