

# Safeguarding and Child Protection during the Coronavirus Outbreak

This document must be read alongside the Bedford Modern School Safeguarding and Child Protection Policy and associated policies. In addition:

All relevant DFE and Government Guidance for Schools (Independent) during the pandemic

Safeguarding and Child Protection BMS Key worker Hub

## Contents

1. Scope and definitions
2. Core safeguarding principles
3. Reporting concerns
4. Designated Safeguarding Lead and Deputy Arrangements
5. Children in Need and Children in Need of Protection
6. Monitoring attendance
7. Peer on peer abuse
8. Concerns about a staff member or volunteer
9. Contact Plans
10. Safeguarding all children
11. Online Safety
12. Mental Health
13. 1:1 Sessions to support students
14. Safeguarding Training and Induction
15. Recording who is on site
16. Monitoring Appendix

## 1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19 and reflects updated advice from local safeguarding partners and Bedford Borough Local Authority. It also takes into account the advice from the local authorities in which our students reside.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Safeguarding and remote education during coronavirus \(COVID-19\)](#) and other providers, and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who after a looked-after child.;
- have an education, health and care (EHC) plan;

- have been identified as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who could therefore benefit from continued full-time attendance. This might include;
  - children and young people on the edge of receiving support from children’s social care services or in the process of being referred to children’s services;
  - adopted children or children on a special guardianship order;
  - those at risk of becoming NEET (not in employment, education or training); ○ those living in temporary accommodation; ○ those who are young carers;
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study);
  - care leavers;
  - others at the provider and local authority’s discretion including pupils and students who need to attend to receive support or manage risks to their mental health.
- 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.

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although operating in a different way to normal, the School will continue to follow 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 should be available at all times (see section 4 for details of our arrangements).
- It is 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.

## 3. 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.

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.

### 3.1 Key Staff

Designated Safeguarding Lead: [JGoodacre@bedmod.co.uk](mailto:JGoodacre@bedmod.co.uk) or 07854346123 or [@Jude Goodacre \(Staff\)](#)

Deputy Designated Safeguarding Lead: [AWhomsley@bedmod.co.uk](mailto:AWhomsley@bedmod.co.uk) or 07795622928 or

[@Andrew Whomsley \(Staff\)](#)

Junior School: [PPacyna@bedmod.co.uk](mailto:PPacyna@bedmod.co.uk) or 07471031073 or [@Paula Pacyna \(Staff\)](#)

Deputy Designated Safeguarding Lead: [JREx@bedmod.uk](mailto:JREx@bedmod.uk) or [@Joanna Rex \(Staff\)](#)

Headmaster: [head@bedmod.co.uk](mailto:head@bedmod.co.uk)

Nominated Safeguarding Governor: Dr Simon Lowe [nsg@bedmod.co.uk](mailto:nsg@bedmod.co.uk)

Chair of Governors: Mrs Shirley Jackson: [sjackson@bedmod.co.uk](mailto:sjackson@bedmod.co.uk)

### 3.2 What to do if you are concerned about the welfare of a child

If you **know** that a child is being abused you must speak immediately to the Designated Safeguarding Lead, Jude Goodacre, or, in her absence the Senior Deputy Head, Andrew Whomsley. **Do not delay your report.** If you are unable to contact either of them, please make your referral to the Local Authority Social Care Team or the Police.

**If, at any point, there is a risk of serious harm to a child, a referral should be made to children's social care immediately. You can call the emergency numbers listed for advice. Anyone can make a referral. If there is an immediate risk to the child's safety, call the police. You can also call the NSPCC 24-hour helpline.**

If you **suspect** that a child is being abused, contact the Designated Safeguarding Lead, the Deputy Head Pastoral, Jude Goodacre or the Deputy Safeguarding Lead, Andrew Whomsley, who will advise on the best course of action. If neither of these two people are available you should consult the Senior Leader with designated responsibility for coordinating safeguarding on site which will be communicated with staff weekly. You will subsequently need to document your concern in writing either in CPOMS or the yellow Cause for Concern form as soon as possible. If the abuse has been perpetrated by another child, refer both children.

If the child is in the Junior School please refer to the Designated Safeguarding Lead, Paula Pacyna or in her absence the Deputy Designated Safeguarding Lead, Joanna Rex.

If you have pastoral concerns regarding a child or a parent raises a problem or worry via email, please use CPOMS and check carefully who is alerted. If your concern is urgent please contact Designated Safeguarding Leads or Deputies below.

### 3.3 Key contacts

<b>Bedford Borough</b> Integrated Front Door / Out of hours	<a href="mailto:Multiagency@bedford.gov.uk">Multiagency@bedford.gov.uk</a> 01234 718700/0300 300 8123
<b>Central Bedfordshire</b> Access & Referral Hub / Emergency Duty Team	0300 300 8585/ 0300 300 8123
<b>Luton</b> Rapid Intervention Team / Out of hours	01582 547653/0300 3008125
<b>LADO</b> Bedford Borough	01234 276693 <a href="mailto:Lado@bedford.gcsx.gov.uk">Lado@bedford.gcsx.gov.uk</a>
<b>Prevent</b>	0207 340 7464 <a href="mailto:Counter.extremism@education.gsi.gov.uk">Counter.extremism@education.gsi.gov.uk</a>
<b>Police Liaison</b>	Richard Denton <a href="mailto:SchoolsLiaison@bedfordshire.pnn.police.uk">SchoolsLiaison@bedfordshire.pnn.police.uk</a>

<b>NSPCC 24-hour Helpline Childline</b>	0800 800 5000 0800 1111
<b>Children Missing Education Officer</b>	Debi Momi Tel: (01234) 228178, ext. 42178 <a href="mailto:debi.momi@bedford.gov.uk">debi.momi@bedford.gov.uk</a>
<b>Northamptonshire MASH</b> Out of hours	0300 126 1000 01604 626 938
<b>Milton Keynes Children's Services</b>	01908 253169 or 01908 253170
<b>CAMHs Bedford Borough</b>	01234 893301 / 01234 893300

Detailed advice available for Bedfordshire @ <https://bedfordscb.proceduresonline.com/>

#### **4. Designated Safeguarding Lead (and Deputy) Arrangements**

A trained Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will be on site wherever possible. Details of all important contacts are listed in the Key Staff section at the start of this addendum.

If our Designated Safeguarding Lead (or Deputy) cannot be in school, they can be contacted remotely by mobile or by using Microsoft Teams.

All school staff and volunteers will be kept informed by email as to who will be the Designated Safeguarding Lead (or Deputy) on any given day, and how to contact them.

The School will ensure that Designated Safeguarding Leads (and Deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no Designated Safeguarding Lead or Deputy on site, a Senior Leader will take responsibility for co-ordinating safeguarding.

The Senior Leader on site will be responsible for liaising with the off-site Designated Safeguarding Lead (or Deputy) 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.

#### **5. Children in Need and Children in need of Protection.**

During the Coronavirus outbreak, local authorities are guiding Children's Social Care on how to manage working practices and prioritise. Information is available on most of their websites. The Designated Safeguarding Lead and Deputy at BMS are aware of any children who have an allocated social worker and have arrangements in place to support those students.

#### **6. Monitoring Attendance**

As most children will not be attending school during this period of school closure, in line with DfE guidance we are not able to complete our usual attendance registers or follow our usual procedures regarding non-attendance. However, we will expect students to continue to check in with school remotely following the procedures set out for the Junior School, Senior School and Sixth Form and to engage with staff. Where there is evidence this is not happening Parents and Students will be contacted by the most appropriate method and by the most appropriate person. This is an important way for us to continue to safeguard our students.

## **7. Peer-on-peer Abuse**

The School 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.

The school will continue to follow the procedures and guidance as laid out in our Safeguarding and Child Protection Policy. In the event of any peer on peer abuse occurring, particularly via online systems, the school will continue make referrals to the appropriate authorities as necessary. Both victim and perpetrator will continue to receive support from school as appropriate this will be remotely and may be from class teacher, tutor, School Nurse or Pastoral Leadership.

## **8. Concerns about a staff member or volunteer**

The School 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 and follow the procedures as laid out in the main body of this policy. Investigation procedures will be agreed on a case by case basis following advice from the LADO where appropriate.

Adults who have harmed or pose a risk of harm to a child or vulnerable adult will continue to be referred to the Disclosure and Barring Service (DBS).

Potential cases of teacher misconduct will continue to be referred to the Teaching Regulation Agency. We will do this using the email address provided by the TRA for the duration of the COVID-19 period, in line with government guidance.

## **9. Contact plans**

Pastoral staff have clear contact plans for children with a social worker and children who we have safeguarding and/or mental health concerns about, for circumstances where:

- they will not be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- they would usually attend but have to self-isolate. Each child has an individual plan which sets out
- how often the school will make contact – this will be at least once a week;
- which staff member(s) will make contact – as far as possible, this will be staff who know the family well,
- how staff will make contact – this will be over the phone, via teams or email;
- information about risk assessment

These plans have been agreed with children's social care where relevant and will be reviewed with them every three weeks, or more often if necessary.

If pastoral staff are unable to make contact, the appropriate agency will be alerted as necessary.

## **10. 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 students' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 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.

Children are likely to be spending more time online during this period – see section 11 below for our approach to online safety both in and outside school.

See section 12 below for information on how we will support students' mental health.

## **11. Online safety**

### **11.1 In school**

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

If IT staff are unavailable, please contact Matt Price, Deputy Head (Academic and Innovation.)

### **11.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing Code of Conduct/IT acceptable use policy.

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 3 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. Students will continue to receive information about online safety through teachers, tutors, assemblies and PSHE.

Staff will consider activities carefully when planning – online access within school will have internet content filtering systems in place that are unlikely to be replicated in the home environment.

Staff should only use technology to communicate with students which has been specifically agreed with members of the School Leadership Team and are in line with the online teaching and learning policy such as (but not limited to) those listed below:

### **Online Safety and Teaching**

- Online teaching should follow the same principles as set out in the Code of Conduct.
- The main teaching platform will be Microsoft Teams. Teachers will communicate with students through Teams and where necessary via email.
- Teachers and students should not communicate using personal email addresses or other platforms.

- Students will be expected to follow the updated BMS Behaviour Charter when communicating with teachers and each other on Microsoft Teams. Any behaviour that is unacceptable will be dealt with in accordance with the Behaviour Policy.

It is expected that parents will familiarise themselves with all the online platforms being used and ensure their child understands the expected behaviour whilst online.

**Real time - Live lessons.** These will be sessions when teachers will interact in real time using either video or audio link.

- Teachers will be able to hold live audio and video lessons once they feel competent and confident in delivery and have had permission to do so from their line manager and the Deputy Head (Academic and Innovation).
- Line manager (Head of Subject or Head of Faculty) should be made aware of any issues that occur during lessons. In the event of any safeguarding concerns or mistakes during an online lesson, this should be reported to Jude Goodacre, Designated Safeguarding Lead, or Andrew Whomsley, Deputy Designated Safeguarding Lead, as soon as possible.
- Particular care must go into planning for any students who have SEND or who are vulnerable (including those for whom social communication and behaviour can be a challenge).
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas and the background should be appropriate.
- Language must be professional and appropriate, including any family members in the background.
- Students will not be permitted to record any live lesson.

### **Use of cameras in lessons**

There are benefits to both students and teachers for cameras to be used during lessons and tutor time. **However, it is not appropriate to make the use of cameras mandatory.**

The school will adopt a positive strategy towards the use of cameras, encouraging students to use them as much as possible where possible whilst recognizing that for some students technical or mental health issues will prevent it. Information on the positives of using cameras will be shared with parents. Teachers and tutors will look at **small steps** to encourage use and guidelines will be issues to help reduce any negative aspects (such as requiring everyone to blur their background. Student voice will be collected by Heads of Year and Teams to see what else can be done to support this initiative. Teachers will focus on developing a variety of techniques to check in with students and encourage participation in lessons; pastoral and academic support will assist where there are concerns.

### **Students including children with SEND and other vulnerable children including those with Mental Health Concerns**

The school 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. Students will continue to receive information about online safety through teachers, tutors, assemblies and PSHE.

Students should raise their minor online concerns with their Form Tutor and Head of Year via email. Should there be a heightened concern, students should inform their parents and contact Childline, UKSIC, CEOP and/or the Police.



Support is available through:

- [Childline](#) - for support
- [UKSIC](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

The school recognizes that these unprecedented circumstances are particularly challenging for students with SEND and children who are vulnerable; it is possible that some children who do not usually have barriers to learning may find this type of distance learning very hard. Teachers and pastoral staff will plan ahead, differentiating tasks as appropriate and providing scaffolding and structure.

## Parents

Parents and carers may choose to supplement the School online curriculum with support from online companies and in some cases individual tutors. At BMS we have a sufficient offering to prevent the need for these resources. However, should a parent or carer feel that they wish to make use of these external sources please do so by exercising a cautious approach. The School emphasises the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

The School 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.
- Have information so that they can familiarize themselves with all of the online platforms being used and ensure their child understands the expected behaviour whilst online.

Support is available through:

- [Internet matters](#) - for support for parents and carers to keep their children safe online.
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online.
- [Net-aware](#) - for support for parents and careers from the NSPCC.
- [Parent info](#) - for support for parents and carers to keep their children safe online.
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online.
- [UK Safer Internet Centre](#) - advice for parents and carers.

This will be done through our regular parental communications and our online safety bulletins.

## 12. Mental health

The School recognises the serious impact the pandemic is having on young people's Mental Health. All staff especially teaching staff are kept up to date with the latest information



and guidance and asked to be alert to signs of abuse and self-harm. Staff have been alerted to the rise in Eating Disorders which has been seen nationally during the pandemic.

The School will continue to offer our current support for all students as well as ensuring opportunities to promote good mental health and physical health are built into to our online curriculum. A separate section on the VLE has been added for [Wellbeing](#), and we will continue to signpost all students, parents and staff to other resources to support good mental health at this time.

Students who are vulnerable (i.e. work with external agencies such as Children's Social Care) or who are already experiencing mental health or pastoral concerns have been identified and will continue to receive support from a key member of staff.

Subject teachers will be especially alert to any potential problems and will contact the students tutor in the first instance the Pastoral Lead.

Parents should raise any concerns about their child's mental health or wellbeing with their child's tutor in the first instance, unless they already have a key worker in school.

Please note that CAMHS will make arrangements with individual students they are already seeing.

### **13. 1.1 sessions to support students**

The following information is not meant as a restriction to normal school working practices. It is accepted that teachers and form tutors will need to meet with students on a 1:1 basis for a number of reasons during timetabled sessions and parents will not normally be contacted in these circumstances.

Individual Music lessons and Speech and Drama Lessons will continue to be offered; in these circumstances parents will be contacted by the appropriate department in order to record consent.

During remote learning 1:1 sessions for Academic or Pastoral Care are necessary for some students in order to safeguard student mental health, support access to the online curriculum, or to continue sessions that have started in school. In these circumstances an audio or video call is permitted under strict guidelines and with the permission of the Headmaster or Head of the Junior School (delegated to Senior Staff where appropriate). The Designated Safeguarding Lead of the Junior and Senior School will ensure that staff are fully competent and that clear and comprehensive notes are kept.

If a 1:1 stand-alone call is necessary for academic purposes such as to discuss a piece of work, offer support for options or explain a particular piece of work a student is struggling with teachers or tutors will organise a date and time and email parents to inform them that the meeting is going ahead. Parents are expected to liaise directly with teacher or tutor if they have any questions or concerns.

If a 1:1 call is needed on a regular basis for Academic Support, then permission will be sought from parents in advance and in line with guidance (add to appendix).

If a 1:1 call is needed on a regular basis for more intensive pastoral or mental health support, then permission will be sought from parents in advance and in line with guidance (add to appendix).

There will be circumstances where it is deemed that to inform parents would pose a safeguarding risk, or could be detrimental to the student's mental health. Any decisions not to inform parents in these circumstances will only be made by the Designated Safeguarding Lead in consultation with the Deputy Head of the Junior School and Director of Sixth Form.

School counsellor appointments will be offered to those students who had already begun a programme. Any students who request counselling during remote learning and who are not already known to the school counsellors may be signposted to [external agencies](#)

### **Concerns or problems during or after a 1:1 session**

If there are any problems or concerns during a 1:1 session a note should be taken and the appropriate line manager informed. If the matter is of a serious nature then a member of the Senior Team should be alerted immediately. If the matter is of a safeguarding nature it should be reported via the normal safeguarding procedures and if there is a risk of serious harm to a child the on call Designated Safeguarding Lead must be contacted immediately and the process for a child at risk of serious harm followed.

## **14. Safeguarding induction and training**

The School 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 children protection policy (and this addendum);
- Keeping Children Safe in Education part 1.

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

- a copy of our child protection policy and this addendum;
- confirmation of local processes;
- confirmation of Designated Safeguarding Lead arrangements.

### **15. Keeping records of who is on site**

The School will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

The School will continue to keep the single central record up to date.

The School will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'.

### **16. Monitoring arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every three to four weeks by Jude Goodacre (Designated Safeguarding Lead). At every review, it will be approved by the Nominated Safeguarding Governor and/or the Chair of Governors.

**Mrs J Goodacre**  
**Deputy Head (Pastoral and Student Progress)**  
**Designated Safeguarding Lead**  
**January 2021**

### Guide to 1:1 sessions to support students

#### Pre meeting

If you need to gain permission from the parent of the student prior to organising a 1:1 video session with a student.

Setup your 1:1 meeting with the student on Teams. When you setup the meeting please add the following to the description:

In this one to one session the BMS Remote charter still applies, you need to make sure you are:

- Respectful and use appropriate language
- Dressed appropriately
- Use your workstation, which is in an open space at home

#### During the meeting

Once the meeting starts check that the student is:

- dressed appropriately;
- using a workstation, which is in an open space at home.

Then reiterate the expectations for the meeting and if you are recording it you must tell them it is being recorded.

Then explain they are having a 1:1 meeting for a reason, for example academic support or ongoing pastoral concerns, request for support, mental health issues, etc. Your conversation should be structured, for example:

- Check in with them, how are they coping, how are they finding/engaging with the remote learning.
- Discuss the issues that the student is facing.
- Work through some potential support for them and direct them to online support if appropriate.
- Finish the conversation.

This will be obvious but is a reminder to keep your sessions succinct and focussed.

If you have any immediate concerns about a student, follow the 'reporting concerns' section of the Safeguarding addendum.

#### Post Meeting

At the end of the meeting make sure you have made notes of the conversation, or if you have recorded it the recording will appear on the 'chat' window for your session.

Recording owners can download and distribute their meeting recordings. To download the recording from the meeting:

- Go to the meeting recording in the chat history and select More options button > Open in Microsoft Stream.
- Open recording in Microsoft Stream option
- On the Microsoft Stream portal, select More options button > Download original video.

All 1:1 sessions need to be put on CPOMS; write a brief synopsis and where appropriate attach the recording. There is a category for 1:1 session on CPOMS, please select this.