



FRANCIS HOLLAND SCHOOL
SLOANE SQUARE

Annex to Safeguarding and Child Protection Policy – April 2020 in response to coronavirus – updated August 2020

This Annex is in addition to the FHST policy on Safeguarding and Child Protection and covers specific issues which arise from the provision of care both for children of key workers being educated at the school, and children who are engaging in remote learning from home. Although we are operating very differently, the Safeguarding and Child Protection policy still applies. The Department for Education has issued specific guidance on safeguarding during coronavirus, and the following are key:

1. With regard to safeguarding, the best interests of children must continue to come first.
2. If anyone in a school has a safeguarding concern about any child they should continue to act and act immediately.
3. A Designated Safeguarding Lead (DSL) or deputy should be available at all times.
4. It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.
5. Children should continue to be protected when they are online.

With regard to these points, we have considered a number of areas of changed operation where we have given further guidance to staff or have changed our procedures.

Children of Key Workers attending school during lockdown

The Junior School is educating a small number of children of key workers. We have extended this offer to two other local schools, but so far this has not been taken up.

Our provision for the safeguarding of children in school therefore remains as indicated in the main policy, as there are no non-FHS staff on site, and no non-FHS children. The Head of the Junior School (Suzy Dixon, Deputy DSL) is on site every day, and is in regular contact with the Deputy Head Pastoral (Jenny Bushell, DSL) and Senior Deputy (Paul Jeanes, Deputy DSL) who are both available by phone and email.

A daily record of staff and students on site is kept, and a First Aider is on site each day.

Should we move to having children and/or staff from other schools on site, further arrangements would need to be made.

Safe Recruitment

We currently cannot carry out any face to face recruitment and have followed the following procedures.

- Interviews have been conducted via Zoom for all appointments since 23rd March. Two members of staff, usually the Head of Department and a member of SLT have been involved in first round interviews, with suitable candidates put forward for a second interview with either the Headmistress or the Senior Deputy Head.
- Successful candidates have been asked to send a scanned copy of their certificates etc. to the Head's PA. Originals will be asked for, copied and retained on file, before a new staff member commences teaching in the school. Two references for each candidate have been taken.

Keeping children safe from harm online

Girls will be spending increased amounts of time online at present, and so keeping them safe from harm assumes even greater importance than normal. KCSIE identifies three risk areas associated with online activity:

- 'Content - being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- Contact -being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.'

In each of these areas we have taken steps to ensure student safety. It should be noted that these are **in addition** to our normal policies on PSHE (the scheme of work for which includes content on online safety), anti-bullying and safeguarding and child protection (which include peer-on-peer abuse), and the school's codes of conduct for acceptable use of ICT for both students and staff (which include guidance on appropriate behaviour online and the use of personal devices).

Content

- We have modified PSHE teaching so that lessons which deal with difficult and potentially upsetting content are not covered remotely. This reduces the risk that girls will attempt to research issues at home and thus encounter illegal, inappropriate or harmful material. Teaching staff have also been advised to be mindful of this when setting research tasks, as we cannot monitor what the girls access at home.

Contact

- The biggest additional risk posed by remote learning is the use of video conferencing platforms to hold online lessons. All staff have been advised on how to set up their accounts on these platforms so that lessons cannot be accessed by those without links and passwords
- Unfortunately, the previous point does not remove the risk of girls sharing links and passwords. We are mitigating this by giving guidance on how to use the waiting room function, one by one admission and use of the camera to ensure that all present on a video conference are FHS students
- It is unavoidable that staff are using personal computers, laptops and mobile phones at present. Guidance has been given on doing so safely, including the normal requirement on communicating using school email only. Instructions have also been given on hiding caller IDs using personal phones.
- We have asked parents to 'opt out' if they do not wish their child to be in a 1-1 video conference with a staff member. Guidance has also been given to staff who might have such

meetings (tutors, heads of section, chaplain, learning support) that 1-1 video conferences should not happen in bedrooms.

Conduct

- Girls and staff have been advised to consider personal appearance and background when attending online lessons in both their choice of clothing and in what appears behind them
- Guidance has been given to staff on e.g. disabling screen sharing, recording and private chat functions to prevent the risk of inappropriate sharing or online bullying
- We are alert to the increased difficulty of spotting peer-on-peer abuse. Our open channels of communication to pastoral staff should help to encourage reporting, and during remote learning we would seek to involve parents at an earlier stage

Vulnerable Children

We do not currently have any children who are considered by the government to be 'vulnerable', the criteria for which is having either a social worker assigned to them, or an EHC (Education, Health and Care) Plan. We have been advised by our Bi-Borough Children's Services that children with social workers should be in school, while it may be safe for those with an EHC to remain at home. Should we need to make a safeguarding referral, we would do so through the normal procedures.

The school is maintaining pastoral contact with all students, including those who we consider to be more at risk of encountering difficulty of any kind due to remote learning. Each student receives a weekly email from one of their form tutors as a 'check-in' which can then be followed up with a face to face meeting via video conferencing. Heads of Section are advising tutors on which students to prioritise for these check ins, based on their history.

DSL availability and reporting of safeguarding concerns

The Designated Safeguarding Lead (Jenny Bushell, Deputy Head Pastoral) and Deputy Designated Safeguarding Lead (Paul Jeanes, Senior Deputy Head) are both available to staff via email, phone and video conferencing.

Staff have been reminded that any safeguarding concerns should be reported immediately to one of the DSLs, following normal procedures, and that keeping alert to the possibility of these concerns remains important.

If a safeguarding disclosure is made by staff or students, normal procedures will be followed, with the caveat that the Designated Safeguarding Leads will carefully examine and discuss any action to be taken to ensure that it **does not place the child at any further risk**.

Currently, social services are only dealing with incidents that meet the highest threshold. Regardless, a call would still be made to the LA safeguarding team for advice. Other services could be employed such as the Police, School Counsellor, Childline or services that meet the needs of the situation.

Attendance

The DfE has made clear that we are currently not required to continue to use our normal processes to monitor day to day attendance. Instead, we have established a system which will allow us to monitor whether any students disengage with online learning. We have asked:

- Parents to report to the school office if students are unwell and so will not be accessing online learning
- Staff to report student absences from their lessons to the school office

Key pastoral staff review the absence lists regularly, and make contact with anyone who has consistently not engaged with online learning, prioritising contact with those known to be vulnerable.

Return to School – August 2020

We recognise that girls' return to school will present new challenges in safeguarding their wellbeing. Government guidance highlights the following:

'Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:

support the rebuilding of friendships and social engagement

address and equip pupils to respond to issues linked to coronavirus (COVID-19)

support pupils with approaches to improving their physical and mental wellbeing'

We are taking the following steps to ensure full and appropriate provision to meet girls' mental and emotional needs in addition to ensuring their physical safety:

- Heads of Section, the Lead Counsellor and the Deputy Head Pastoral are aware of the possibility of a greater than normal number of safeguarding disclosures and concern about student wellbeing.
- Staff will be briefed (as usual at the start of term) on how to respond to any disclosures made by a student, and will also be reminded what to do in the event that they are concerned about a child's wellbeing
- Heads of Section and the Head of Life Skills are considering our 'recovery curriculum' – the series of form time and Life Skills sessions to help girls transition back into normal school life. These will cover areas such as rebuilding friendships and skills such as collaboration which may have been lost during lockdown, in addition to supporting mental wellbeing for example managing stress and anxiety.