MALVERN ST JAMES
Girls' School

SAFEGUARDING amendments regarding Blended Learning due to COVID January 2021

To be used in conjunction with the School's Safeguarding Policy and guidelines published by Worcestershire Children First and the Department for Education.

During this period pupils are working in School as normal, with a few girls in quarantine on site or working remotely due to government and/or travel restrictions. In the case of a local lockdown or outbreak of COVID 19 in School, a part of the community or the whole School will revert to online learning and the Safeguarding During Remote Learning policy will apply once more.

Even though the model of operation in response to coronavirus (COVID-19) is different to business as usual, a number of important safeguarding principles remain:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in the School has a safeguarding concern about any child they should continue to act and act immediately
- a Designated Safeguarding Lead or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

Staff should adhere to the School's Safeguarding policy, the Staff Behaviour and Code of Conduct Policy and the AUP throughout this period of remote working. The Designated Safeguarding Lead is usually on site, and can be contacted either in person, via MS Teams, via email or phone 07710 098021. If the Designated Safeguarding Lead is not available, the Director of Pastoral Care or the Director of Boarding should be contacted.

If necessary the Director of Boarding who lives on site may be required to update and manage access to child protection files, liaise with the offsite Designated Safeguarding Lead (or deputy) and as required liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

Additional measures for remote working are required since we are not seeing some pupils face to face:

Behaviour online

All girls and staff should adhere to the Code of Conduct on Remote Working issued on 31 December (Appendix A) and accessible to all girls via Teams.

Staff and girls must wear suitable clothing for online teaching and at all times conduct themselves with professionalism, just as they would at school in a classroom situation.

Computers should be used in appropriate areas (e.g. not a bedroom), the background blurred (use the three dots on the menu bar when in a meeting to bring up the command) to ensure privacy and a professional environment and culture must be maintained. This means that, just as with pupils, pets, family members etc must not be around during live lessons and the chat facility should be kept professional with minimal use of emojis etc. Cameras for both staff and girls should be turned on; this forms part of our check on pupil wellbeing as well as reinforcing our culture. Please use the Rewards and Sanctions policy as normal.

All remote working should be via Microsoft Teams. It is recommended that group lessons are recorded which will assist with girls who miss lessons through illness, quarantine, COVID restrictions or time zone differences. These should be posted on the relevant Microsoft Team, and not uploaded to the general Microsoft Teams Stream.

All 1:1 lessons and conversations via Microsoft Teams must be recorded for transparency. Parents should be aware of individual lessons taking place and these should be arranged in advance by email, copying in the parent and pupil.

Communication between parents and staff must be via email in the usual way and parents should not be actively participating in live lessons unless they are providing technical help. Staff should alert the Designated Safeguarding Lead if they have concerns in this respect.

Assessing risk

Remote working brings additional risks to some pupils and these risks have been addressed at a whole school level (see Appendix B). Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff should be aware of this in setting expectations of pupils' work where they are at home. Form tutors register girls each day and action should be taken as appropriate which may include an email or a phone call via Teams with a pupil or contact with parents as necessary. The Pastoral Team have risk assessed all pupils individually and will continue to review the list to ensure that all girls are getting the support that they need, recognising that some pupils are vulnerable due to home circumstances, mental health, have an EHCP etc. The Pastoral Team will check in those who we have identified as needing more support whilst at home, and with those who emerge as the impact of school closures take effect.

What to do if you are concerned about a pupil

If staff are concerned about a pupil's wellbeing or academic performance as a result of the school closure/quarantine or blended learning they should record it on CPOMS in the usual way. A new box, COVID19 Closure, has been added to enable staff to track concerns that arise during this period of school closure and this should be used during the period of school closure in addition to other relevant categories. It will alert the safeguarding team.

The Designated Safeguarding Lead will contact Worcestershire Children First via the usual channels or the DfE coronavirus helpline Email DfE.coronavirushelpline@education.gov.uk Telephone 0800 046 8687

Information to parents

All pupils will be regularly reminded that if they have concerns they should report to their form tutor, Head of Year or HoS as appropriate. Practical support is signposted:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Communications with parents will reinforce the importance of children being safe online. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online. Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. MSJ strongly advises that online support must only come from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- 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

Registration and attendance

Registration takes place in the usual manner at 08:20 and 13:30 during this period of blended learning and when the school procedures have been modified due to COVID safety. This will capture most girls wherever they are in the world apart from those in the USA/Caribbean. Form tutors should check in with their forms at 08:20, register on ISAMS as usual. Parents are still required to let us know if their daughter is unwell and unable to attend lessons. Form tutors are in an excellent position to pick up pastoral concerns via face to face working or via the chat facility. Coronavirus and its consequences may put additional strain on families e.g. financial hardship, absent parents, challenging family dynamics and it is important to ensure that girls are coping with changing circumstances. Attendance at live lessons should be captured via ISAMS. The Head of Year and Attendance Office should be alerted if girls are not attending lessons or have not been online for a period of longer than 24 hours.

Vulnerable children

Ensuring that vulnerable children remain protected is a top priority. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Staff recruitment and training

The School's Recruitment policy will be followed in line with the principles of KCSIE 2020 part 3. 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.

If a volunteer is used the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE should be followed. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The Single Central Record will be maintained and if necessary, risk assessments noted here.

Where new staff or volunteers are recruited they will be provided with a safeguarding induction by the Designated Safeguarding Lead or her deputy and will receive a copy of the Safeguarding policy to support this training.

MSJ Code of Conduct for Remote Learning

Malvern St James expects every girl to be:
- Honest
- Considerate
- Kind
- Courteous
- Respectful
- Tolerant

You will need a device which has a camera and audio
Remember that the E Safety and Acceptable Use Policy AUP, School Code of Conduct and Digital Device Policy apply at all times

Behaviour in a Digital Classroom

When you enter a digital classroom, you will be expected to conduct yourself in the same ways as when you enter a classroom at school.
This applies to:
- Dress – you should be dressed in appropriate clothing as on a home clothes day and in compliance with school rules regarding hair and make-up

- Conduct – as per the School Code of Conduct (please read)

- Location – in an appropriate room (not in a bathroom or toilet); be aware of what is in the background of your screen and blur the background. Choose a quiet location so that you don't get distracted

- Posture – sit appropriately; it is not suitable to be lying down or wandering around or with feet on show

- Language – formal, courteous, English, rules regarding turn-taking apply as in class. Remember that your teacher can see the chat stream so keep it professional

- Timing – punctuality is important. We will still be keeping attendance records

- Recording Lessons – if you record a lesson for your own use, this must not be uploaded to social media or shared beyond the teaching group

- Digital Devices – should only be used for educational purposes during lessons; rules about using additional screens, including mobile phones, apply and the chat facility should not be used in lessons for messaging peers.

Appendix B Risk Assessment Whole School during COVID-19 measures

Likelihood of 1 very unlikely, 2 unlikely, 3 possible, 4 likely and 5 very likely, multiplied by the **impact** of 1 negligible, 2 minor, 3 moderate, 4 significant and 5 severe

Risk	Likeli-hood x Impact	Mitigation measures	Action required	Person responsible
Access by adults to children (eg volunteers) bypassing normal safer recruitment policies and procedures	1x4 =4	Safer recruitment policies followed.	Designated Safeguarding Lead to inform HR. Director of Operations to check Single Central Record	Designated Safeguarding Lead HR Director Operations
Child sexual abuse through the virtual learning environment	3x4= 12	Code of conduct for staff and lesson recorded. All 1:1 lessons booked in advance via girl and parent. Regular pastoral check ins face to face. Form tutors and HoY check in with these girls	Report and follow up concerns as necessary	Form Tutors, Head of Year, Director of Pastoral Care, Designated Safeguarding Lead
Online peer on peer abuse through the absence of normal face to face contact and heightened use of social media	3x3=9	Code of conduct Regular pastoral check ins face to face Teaching staff encouraged to report concerns and changes. Tangible MSJ culture in online environment	Report and follow up concerns as necessary	Form Tutors, Head of Year, Director of Pastoral Care, Designated Safeguarding Lead
Neglect of children where parents are too ill, anxious, or too burdened with work to be able to care for them	3x3=9	Form time each day for pastoral care. Regular pastoral check ins face to face	Report and follow up concerns as necessary	Form Tutors, Head of Year, Director of Pastoral Care, Designated Safeguarding Lead

Risk of pupils not having access to usual pastoral and welfare support within the organisation/reporting concerns	2x3=6	Form time each day for pastoral care. Regular pastoral check ins face to face. Girls in quarantine house have access to House staff.	Report and follow up concerns as necessary	Form Tutors, Head of Year, Director of Pastoral Care, Designated Safeguarding Lead
Staff not having access to Designated Safeguarding Lead, or not reporting concerns	1x3=3	Designated Safeguarding Lead accessible or Deputy via Teams, email, mobile phone as well as in person	Designated Safeguarding Lead in regular contact with Safeguarding Team and Attendance officer.	Designated Safeguarding Lead Director of Pastoral Care Director Of Boarding
Staff -distress or anxiety related to health or welfare of family members or friends	3x4 =12	SLT HoS/Line managers checking in with staff. All staff in school.	Report and follow up concerns as necessary	Director of Pastoral Care Director Of Boarding Director Of Teaching And Learning, Director of Operations, Dh, Housemistress
Anxiety, stress or to mental health posed by isolation, excessive screen time, worries around academic work, exam or qualifications, or simply by exposure to worsening news reports	3x4 =12	Tutors and Head of Year checking in with girls Vulnerable girls identified. Pastoral check ins.	Report and follow up concerns as necessary	Pastoral prefect and wider prefect team, Head of Year, Director Of Pastoral Care Director Of Boarding Director of Pastoral Care, Deputy Head, Housemistress
Inability of NHS, private or charitable professionals to provide medical or psychological support for existing or developing health conditions	4x3= 12	Vulnerable pupils and staff identified and regular monitoring. Regular check ins and 1:1 support sessions with individuals as necessary. School counsellor to be used.	Report and follow up concerns as necessary	Director of Pastoral Care, Wellbeing Lead, School Counsellor, Designated Safeguarding Lead

Abuse or stigmatisation on the basis of infection, race or nationality	2x3=6	Code of Conduct reinforced, rewards and sanctions policy used to reinforce expected standards. Director of Pastoral Care informed all girls. Parental and pupil concerns followed up. Talk to all girls on 4 September via Teams and all girls sign Code of Conduct. Girls in quarantine house have access to House staff.	Form tutors to reinforce Senior Leadership Team and Head of Year to follow up as needed	Form tutors Director of Pastoral Care, Head of Year Senior Leadership Team

Authorised by	Resolution of the School Council
Signature	
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