

Newland House School



**Appendix to safeguarding policy:
Safeguarding and pastoral provision during
the COVID-19 school site closure measures**
This Policy applies to all sections of the school including
the Early Years Foundation Stage.

Updated:	May 2020
Updated by:	Designated Safeguarding Leads
Authorised by:	Chris Skelton, Head Governing body

Contents

Part 1: Safeguarding during the COVID-19 school site closure measures		
1	Introduction	Page 3
2	Context	Page 3
3	Safeguarding priority	Page 4
4	Current school position	Page 4
5	Safeguarding partners' advice	Page 4
6	Roles and responsibilities	Page 5
7	Vulnerable children	Page 5
8	Increased vulnerability or risk	Page 5
9	Attendance	Page 6
10	Reporting concerns about children and staff	Page 7
11	Safeguarding training and induction	Page 7
12	Safer recruitment/volunteers and movement of staff	Page 8
13	Peer on peer abuse	Page 8
14	Online safety for pupils in school	Page 8
15	Online safety for pupils at home	Page 8
16	Guidance for video and audio conferencing	Page 9
Part 2: Provision for children of key workers and vulnerable pupils		Page 13
Part 3: Remote learning pupil welfare		Page 15
Appendices		
Appendix 1 – COVID 19 Safeguarding risk assessment		Page 17

Part 1: Safeguarding during the COVID-19 school site closure measures

1. Introduction

- 1.1 This appendix to the Newland House Safeguarding and child protection policy sets out details of our safeguarding arrangements for the period of site closure during the Covid-19 measures.
- 1.2 The appendix policy should be read in conjunction with the following policies:
- Safeguarding and child protection policy
 - Digital Strategy policy – this contains a specific section relating to remote learning
 - Code of conduct – this policy contains a specific section relating to remote learning
 - Behaviour and sanctions policy
- 1.3 This policy has been updated following guidance from the DFE in the following non-statutory updates:
- guidance to schools on temporary closure
 - guidance to schools on safeguarding during Covid-19 measures
 - guidance on critical workers
 - guidance for vulnerable children and young people
 - guidance for educational settings about COVID-19
 - guidance on attendance recording
- 1.4 This version of the appendix was drafted on 18 April 2020. It will be reviewed weekly by the SLT as circumstances continue to evolve following updated Department for Education advice or guidance. It is available on Firefly and updates will be shared with staff.

2. Context

- 2.1 The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual. Most children are no longer in a school setting and staff numbers have been affected by the outbreak.
- 2.2 The school's safeguarding principles, as set out in this policy and other relevant policies, will apply to periods of remote learning but there are some specific differences in how safeguarding concerns should be addressed when pupils are not physically on site.
- 2.3 The risks which are present in a physical setting are, by and large, equally present in a virtual setting. That said, there are added risks associated with a virtual environment which include online grooming, online radicalisation, harmful content, online bullying, and peer-on-peer abuse. There are also added risks to the environment in which the COVID-19 emergency has placed us. These include the particular emotional vulnerability of children in a time of crisis and concern about family members and friends and the potential for neglect within the family for reasons of illness, anxiety or work requirements. This appendix sets out the key areas of difference. Staff should familiarise themselves with this appendix when delivering remote learning.

- 2.4 Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the Covid-19 response and cannot be safely cared for at home. Newland House School is supporting some pupils in this position.
- 2.5 Newland House School is also providing remote learning opportunities via WebEx and email and is also providing pastoral support for pupils not onsite via WebEx, email and telephone.

3. Safeguarding priority

- 3.1 Whilst the majority of pupils are no longer attending the physical site, the safeguarding of pupils continues to be our priority. The Covid-19 outbreak and subsequent measures taken by the government present a number of challenges which must be considered in a child protection context, for example, the online environment is one in which there is the potential for safeguarding issues to arise, whether due to poor technical understanding, an intention to abuse, weak online security or for any other reason.
- 3.2 The following principles will guide our approach to safeguarding during the period of Covid-19 measures:
- the best interests of children continue to come first
 - if anyone in our school has a safeguarding concern, they will act immediately
 - a designated safeguarding lead (DSL) or deputy DSL will always be available
 - no unsuitable people will be allowed to gain access to children
 - children should continue to be protected when they are online.

4. Current school position

- 4.1 A small number of pupils are currently being supervised on site because they are the children of critical workers. The majority of pupils are being educated at home and following the schools 'remote learning protocol'.
- 4.2 All staff and volunteers working on site at present are employees of Newland House School, and remote learning is being delivered by Newland House School staff. There are no pupils on site from other schools or settings at present.

5. Safeguarding partners' advice

- 5.1 We continue to work closely with our safeguarding partners, and we will ensure this appendix is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need. Key contact details for our local safeguarding partners can be found in the main body of the Safeguarding and child protection policy.
- 5.2 Richmond Council have issued emergency arrangements during this lockdown period as follows:
- The Multi Agency Safeguarding Hub (MASH) will continue to function as normal.
 - First Response will continue to run as a Duty Team for incoming work.

- Family Wellbeing Duty will be set up to respond to open and high need families in their service to prevent escalation to social care. The team will also offer parenting guidance and advice via phone support to the families of all children open to Children's Social Care.
- A new Central Duty Team will undertake visits for High Risk children.

6. Roles and responsibilities

- 6.1 The roles and responsibilities for safeguarding in our school remain in line with our Safeguarding and child protection policy.
- 6.2 The DSLs will be available by telephone, email and online video and will be available to come into school at any time when pupils are on site. Volunteers and staff working with pupils on site will receive a briefing with regards to specific measures for safeguarding pupils who are on site.
- 6.3 Staff working remotely should contact the DSLs as appropriate to raise any safeguarding concerns. This should be done without delay, **via telephone**. Where appropriate referrals should still be made to children's social care and as required the police.

7. Vulnerable children

- 7.1 Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- 7.2 There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.
- 7.3 Those with an EHC plan will be risk-assessed in consultation with the local authority and parents to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.
- 7.4 The DSLs know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support as required.

8. Increased vulnerability or risk

- 8.1 Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home.

- 8.2 Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.
- 8.3 Staff and volunteers should contact the DSL if they have any concerns. Further details of our approach to supporting pupils not in school can be found in part 2 of this appendix, which details pastoral support provided for pupils during time of site closure.

9. Attendance

- 9.1 As of 23rd March 2020 and until further notice, the school is no longer required to take normal attendance registers. For administrative purposes, code # (planned whole school closure) should be used in the normal register.
- 9.2 Instead we are completing a new streamlined record of attendance for all children attending the educational setting using a simple spreadsheet (including those who may not normally be enrolled at the school). The spreadsheet will calculate the exact information needed to complete a short daily online form notifying the Department for Education about a setting's status regarding Covid-19.
- 9.3 Members of staff on duty will be sent a list of children expected to attend before the start of the school day. Where a child (either a child of a critical worker, or vulnerable pupil) is expected but does not arrive at school, we will follow our attendance procedure and attempt to contact the family. If contact cannot be made, the DSL will be informed.
- 9.4 The DSL will attempt to contact the parents through various methods. If contact cannot be made or if the DSL deems it necessary, a home visit would be undertaken, or advice sought from an appropriate agency. A risk assessment will be carried out before any such visit is made to ensure staff the family are not put at risk.
- 9.5 Parents should email receptionprep@newlandhouse.net or [receptionpre-
prep@newlandhouse.net](mailto:receptionprep@newlandhouse.net) or form teacher and by 9am on each day of absence if a pupil is not expected to log on or unavailable for learning for some reason.
- 9.6 An email will then be sent to all staff detailing the list of pupils who will not be logging on.
- 9.7 Teachers should pass emails to the receptionprep@newlandhouse.net, [receptionpre-
prep@newlandhouse.net](mailto:receptionpre-
prep@newlandhouse.net) or jmaguire@newlandhouse.net if they become aware of a pupil who cannot log in for any reason.
- 9.8 One of the important ways in which we will monitor wellbeing and academic progress is by observing whether or not pupils are attending live lessons and engaging with tasks. There is no formal requirement to keep a formal lesson register, but there are several ways in which attendance should be monitored:
- Ask pupils to comment 'here' in teams at the start of the lesson (live lessons only)
 - Observing presence of pupils in teams or on call

- Checking that pupil submissions have arrived as expected

9.9 Pupil non-attendance will be followed up by teacher in the first instance, and the DSL will be informed if concerning patterns develop. Further details can be found in part 2 of this document.

9.10 Weekly individual email exchange between form teacher and each pupil in their form, or form time, to check on progress, challenges and achievements. Pupil non-attendance will be followed up by the form teacher in the first instance, and the DSL will be informed if concerning patterns develop. Further details can be found in part 2 of this appendix.

10. Reporting concerns about children or staff

10.1 It remains important that all staff act immediately on any safeguarding concerns. Staff will continue to follow our safeguarding policy and advise the DSL of any concerns they have about any child without delay including those who are not attending school.

10.2 The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff. Where staff have concerns about a staff member who may pose a safeguarding risk to children, this should be reported without delay (following the procedures set out in section 10 of the Safeguarding and child protection policy).

10.3 Allegations made against staff will be managed in line with the procedures set out in section 10 of the Safeguarding and child protection policy.

11. Staff training and induction

11.1 The DFE have confirmed that, for the duration of the COVID-19 measures, our DSL and deputy DSLs are unlikely to receive their refresher training. In line with this government guidance, our trained DSLs and deputy DSLs will be classed as trained even if they cannot receive this training.

11.2 All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join Newland House School, they will receive a safeguarding induction in accordance with our Safeguarding and child protection policy.

11.3 If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern
- there are no safeguarding investigations into the conduct of that individual
- the individual remains suitable to work with children.

12. Safer recruitment/volunteers and movement of staff

- 12.1 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, we will continue to follow our Safer recruitment policy. 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.
- 12.2 For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2019. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.
- 12.3 It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

13. Peer on peer abuse

- 13.1 We recognise that children can abuse their peers, and this is reflected in the school's peer on peer abuse guidance set out in the Safeguarding and child protection policy. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.
- 13.2 Our staff will remain vigilant to the signs of peer on peer abuse and will follow the process set out in our peer on peer abuse guidance and child protection policy. Concerns should be reported without delay to the relevant DSL.

14. Online safety in school

- 14.1 Filtering and monitoring software remains in use during this time to safeguard and support children when they are online in school. Our staff will follow the process for online safety set out in our Safeguarding and child protection policy and in the Digital Strategy policy. Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member report that concern to the DSL.

15. Online safety for children not in school

- 15.1 Guidance from the UK Safer Internet Centre on safe remote learning can be found at <https://www.saferinternet.org.uk/advice-centre/safe-remote-learning-hub> and advice from the London Grid for Learning at <https://coronavirus.lgfl.net/>. Both are useful for guidance on the use of videos and livestreaming to ensure that teachers are able to plan online activities and lessons safely and teachers are advised to familiarise themselves with this guidance.
- 15.2 Staff must also complete the Online Safety training provided by Educare.

15.3 Staff remain guided by the code of conduct when undertaking their role in a remote setting and should pay particular attention to those aspects of this code which relate to remote learning. We will continue to ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Pupils have clear routes to report any concerns relating to online learning and experiences, and have been guided to raise concerns with their teacher without delay. They will also be reminded of resources which have been highlighted to them as part of their PSHE training, including:

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

15.4 The school will be in regular communication with parents, and these communications will be used to reinforce the importance of children being safe online. Parents will be made aware of what their children are being asked to do online and instructions to pupils and parents will detail who from the school their child is going to be interacting with online.

15.5 Parents and carers may choose to supplement the school's remote lessons with support from online companies and in some cases individual tutors. Newland House School will continue to emphasise 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. Support for parents and carers to keep their children safe online includes:

- <https://www.internetmatters.org/> - for support for parents and carers to keep their children safe online
- <https://www.lgfl.net/> - for support for parents and carers to keep their children safe online
- <https://www.net-aware.org.uk/> - for support for parents and careers from the NSPCC
- <https://parentinfo.org/> - for support for parents and carers to keep their children safe online
- <https://www.thinkuknow.co.uk/> - for advice from the National Crime Agency to stay safe online
- <https://www.saferinternet.org.uk/advice-centre/safe-remote-learning-hub> - advice for parents and carers
- <https://www.childnet.com/> - advice for parents and carers

16. Safeguarding Guidance for video/audio conferencing with pupils

16.1 It is the case that engaging in a video call from staff home to pupil home naturally feels more intrusive and personal than a conversation taking place in school, and the safeguarding risks associated with such contact need to be carefully considered. However, some direct contact with pupils is vital in order to ensure their wellbeing and safety, and to monitor their academic progress. In many cases it will be most appropriate for this to be in group conversations, but it will also be necessary for staff to have 1-1 contact with pupils in some circumstances.

- 16.2 The guidance below, the Code of conduct policy, the principles in the Safeguarding and child protection policy and points in the Digital strategy policy must all be borne in mind to ensure that such contact is undertaken in a way that safeguarding risks are minimised.
- 16.3 Staff communicating with pupils online must ensure that they are adhering to the same professional standards as are required of them in a physical classroom and those standards set out in the Code of conduct policy. The following key points should also be observed:
- All video / audio conversations must be booked in advance with the pupil.
 - 1-1 video calls must also always include another colleague as an 'optional' attendee.
 - This enables the supervising member of staff to access the 1-1 lesson if required and provides an additional level of security for staff and pupils.
 - Staff must only communicate with pupils on the school remote learning forums accessed via their school account. This includes communications via email and WebEx.
 - Staff are not permitted to use their own personal online accounts for these purposes.
 - Staff communicating with pupils via school online forums must ensure that they adhere to the same professional standards as are required of them in a physical classroom.
 - When staff are delivering video or audio-conferencing lessons, either by pre-recording lessons or live delivery, they must ensure that they are appropriately dressed for lesson delivery via video and in an appropriate forum for delivery of the lesson. For example, staff should not permit other members of their household to appear on the video or be in a place with considerable background noise.
 - Staff should also ensure they have read the guidance in the Digital Strategy policy
 - Staff should terminate a video call/WebEx session and contact the DSL without delay if inappropriate content is shared by a pupil via video or chat function, or if students are not in appropriate attire or in an appropriate location.
 - Staff and pupils should report and record any situations which may give rise to concern to the DSL.
 - Parents will be encouraged to have oversight of pupil timetables so that they are aware of when 1-1 video sessions, 1-1 audio sessions and other group video sessions (for example tutor group sessions) and lessons are taking place.
 - As in school, points of significance should be recorded securely. This will not be necessary in many cases if all is well.
 - 1-1 video calls via WebEx to a pupil may be held for the following academic purposes:
 - Learning enrichment sessions
 - French conversation sessions
 - For any other specific academic reason (only with prior consent of Deputy Head (Academic) who will keep a log of this)
 - In exceptional pastoral circumstances where it is required to support the wellbeing of a pupil, but only with advance permission of Deputy Head (Prep/Pre-Prep)
 - Where 1-1 video calls are arranged via teams, the relevant HoD must also always be added as an 'optional participant' enabling them to access the call. This provides an additional level of security for the staff member and pupil. HoDs should, from time to time 'drop in' to supervise video calls to add an additional level of protection for staff and pupils.
 - Parents will be notified directly in advance of a 1-1 video lesson. This will only be used for LE lessons unless agreed in advance with the appropriate Deputy Head.
 - There is no requirement to record 1-1 or group video calls but they are all recorded

- Audio calls via WebEx to a pupil may be held for the following purposes:
 - 1-1 pastoral catch ups (including discussions of academic progress) where required. Parents should normally be aware of contact between school and pupil, in most cases in advance of contact (or aware that frequent contact is ongoing). A secure note should be made to record all remote 1-1 pastoral conversations with pupils, and an appropriate communication plan for pastoral cause for concerns should be recorded.
 - Discussions regarding other specific school matters
 - Discussions with teachers to provide academic support or to discuss academic projects

- If urgent contact needs to be made, or technical difficulties prevent contact via teams, staff members may telephone a pupil from a phone rather than through Webex, but this should be arranged in advance by communication with parents so that a record is kept. You should withhold your number.

- Group video calls via Webex to pupils may be held for the following purposes:
 - Academic lessons (in line with remote learning guidance)
 - Meetings with groups of pupils; for example, groups of prefects.

17. New children at the school

- 17.1 Children may join Newland House school from other settings if the Local Authority requires us to broaden our provision. If this happens, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.
- 17.2 For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.
- 17.3 Any exchanges of information will ideally happen at DSL level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.
- 17.4 The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

18. Pastoral support for pupils not in school

- 18.1 The DSL will continue to monitor and review causes of concern. They will consider an appropriate communication plan and this will be recorded. Communication with key cases of concern should be logged on secure notes.

- 18.2 Form teachers and subject teachers should be particularly attuned to those pupils where we are aware there is some disruption to the home situation. These cases will be monitored closely.
- 18.3 Remote learning will, in all likelihood, affect pupils and their families in unpredictable ways, and some pupils may emerge as pressing pastoral concerns; the role of the form teacher is crucial in front line identification and communication of these cases to the DSL.

Part 2: Procedures for support of Key workers Pupils attending

As indicated by the DfE, children of key workers and vulnerable children may attend school if there is no alternative arrangement which would allow them to stay at home safely. Parents who need to send their children to school are asked to contact the school in advance, by communication with jmaguire@newlandhouse.net. Members of staff on duty will be sent a list of children expected to attend before the start of the school day and will confirm the attendance information by email to Deputy Head (Prep). The Deputy Head (Prep), or at their request, another member of staff, will contact the parents to establish whether the child will be attending. If contact cannot be made, the Deputy Head (Prep) will be informed.

The Department for Education has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

Supervising staff

- There will be a minimum of two members of staff on duty, in addition to the porters.
- A risk assessment has been carried out and instructions will be circulated to any member of staff supervising the key worker scheme, in addition to these safeguarding guidelines and daily routines.
- All routine professional and safeguarding rules apply to staff and pupils when they are in school
- In addition, several health and hygiene measures have been implemented (see below). It is essential that staff adhere to these and ensure that pupils do the same.

Safeguarding

- Staff on duty may access contact details and any specific learning, medical or dietary needs using 3SYS.
- If there is specific pastoral or safeguarding information that supervising staff need to be aware of, the appropriate Deputy Head (Prep) will ensure information is shared on a need to know basis prior to the pupil attending. The attendance of any pupil will be approved by the Deputy Head (Prep) so that they are able to share relevant information.
- Staff on duty must be particularly attuned to any new pastoral or safeguarding concerns regarding pupils who are attending, given that their families may be under additional pressure. Should they have any concern they should contact the relevant Deputy Head.

Health and Hygiene Measures in place Instructions for staff

- All areas in use will be cleaned regularly throughout the day.
- Pupils and staff must stay within the areas specified so they cannot, for example, go to their own office or classroom to collect anything unless that is within the designated area.
- Children must be given frequent reminders about social distancing, including when they are entering or leaving buildings or rooms and when in the playground. They should be 2 metres apart and 2 metres away from staff at all times. (The only exception is that siblings may play together.)

- Children will be asked to wash their hands thoroughly with soap and hot water when they arrive, at the start and end of any breaks and lunch, whenever they go to the toilet and before they leave. Staff must do the same.
- Antibacterial gel and wipes are available in any room in use. Please ensure they are used regularly, for example, cleaning computers, surfaces, door handles, and equipment used.
- Children should be allocated their own computer which they can use for the duration of the week and spaced 2 metres apart.
- If any pupil develops a cough, temperature or gastric symptoms during the day, the parents must be contacted to arrange for the pupil to be collected.

Part 3: Remote learning pupil welfare

Pupil welfare

The School recognises its responsibility to safeguard and promote the welfare of pupils in its care during the COVID 19 epidemic. Pupil welfare, because of the changes to the way in which the school operates during this period, will pose different challenges and risks. This responsibility encompasses the following principles:

1. to support pupils' physical and mental health, emotional wellbeing and social welfare
2. to protect pupils from harm and neglect by reporting concerns
3. to provide pupils with appropriate education, training and recreation in the context of the remote learning environment
4. to ensure that pupils are provided with a safe and healthy environment so far as reasonably practicable and
5. to manage welfare concerns effectively and in the context of the education provision
6. provided by the school during the epidemic.

The School addresses its commitment to these principles through:

- Prevention - ensuring that all reasonable measures are taken to minimise the risk of harm to pupils and their welfare by:
 - a) ensuring that all staff are aware of and committed to the updated safeguarding measures
 - b) establishing a positive, supportive and secure environment in which pupils can learn and develop
 - c) providing medical and pastoral support that is available to pupils attending the physical site and pastoral support that is accessible and available to pupils.
- Protection - ensuring all appropriate actions are taken to address concerns about the welfare of a pupil, whether of a safeguarding nature or otherwise. This includes:
 - a) sharing information about concerns with appropriate agencies and involving pupils and their parents as necessary and
 - b) monitoring pupils known or thought to be at risk of harm and formulating and / or contributing to support packages for those pupils. This support is recorded and monitored through the pastoral cause for concern list.

The School recognises that pupil welfare and well-being may be adversely affected by the exceptional events, particularly as pupils are away from the school environment day to day, including abuse, bullying, radicalisation, behavioural and health issues.

The School has developed this policy and the policies in the table below, which set out full details of its procedures to safeguard and promote pupil health, safety and welfare in accordance with its duties under Part 3 of the ISSRs.

Risk assessment

Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified. The assessment and action will be recorded and regularly monitored and reviewed.

The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue. Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

The information obtained through this process and the action agreed will be shared, as appropriate, with other staff, parents and third parties in order to safeguard and promote the welfare of a particular pupil or of pupils generally.

Anti-bullying and behaviour in the remote learning environment.

The School has an anti-bullying policy and behaviour rewards and sanctions policy, which covers the School's approach to the management of bullying, cyber bullying and peer on peer abuse and the sanctions to be adopted in the event of pupil misbehaviour. These are supplemented by the remote learning code set out in the Digital Strategy policy and Safeguarding and child protection policy.

Information sharing

Wherever the School proposes to share information under this policy or related welfare policies, it will have due regard to the principles set out in the DfE advice note, "Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers" (July 2018).

Appendix 1 - COVID 19 Safeguarding Pupil Welfare Risk Assessment Grid Newland House School

This risk assessment should be carried out to measure the likelihood of an individual pupil experiencing these specific hazards at any time over the course of a term.

<p>Likelihood score:</p> <p>1 Rare</p> <p>2 Unlikely</p> <p>3 likely</p> <p>4 Very likely</p> <p>5 Almost certain</p>	<p>Severity score:</p> <p>1 Insignificant</p> <p>2 Minor (low impact or short-lived)</p> <p>3 Moderate</p> <p>4 Major</p> <p>5 Catastrophic</p>
---	---

Identify Hazard	Likelihood rating (a)	Severity of risk (b)	Risk rating (a x b)	Control measures
Adults gaining access to children through bypassing normal safer recruitment practices and procedures.	2	4	8	IT infrastructure is secure so that an adult could not get online access to pupils.
Lack of access to statutory child protection procedures	1	4	4	Staff have been given Inset training reminding them of correct child protection procedures. Easy access to all statutory documents has been provided.
Child sexual abuse through virtual learning environment	2	5	10	Secure IT system preventing unknown adults gaining access. Staff given training on correct procedures when giving 1:1 webinars
Increased peer on peer abuse through absence of face to face contact and heightened use of social media including race related abuse or stigmatisation relating to the virus.	1	4	4	Pupils educated as to correct way to communicate online in PSHE lessons and given further reminders vis their parents ahead of current online teaching.
Risk of neglect of children where parents are too ill, anxious or burdened with work to care for them properly	1	4	4	Pupils are registered on a regular basis both in Form time, when the Form Teachers checks in with the pupils, and in subject lessons.
Risk of children not having access to usual pastoral and welfare support within the organisation.	2	4	8	Form teachers taking registers and checking that pupils are o.k. during Form Time, three times a week.
Risk of increased barriers to children reporting concerns to responsible adults.	2	4	8	While there is not the opportunity of face to face meetings with pupils and teachers there are opportunities online either in live WebEx sessions or by email.
Risk of staff not having access to Deputy Head (Prep) or not reporting concerns	1	4	4	In Inset training at start of term, all staff were given the mobile telephone numbers of

				the DSL's as well as school email addresses. At least one DSL will be available. In their absence the deputy DSL and the Head can be contacted.
Risk of distress or anxiety related to health or welfare of family members or friends including bereavement	3	4	12	Getting in contact with parents and offering support to pupil and family
Risk of anxiety or stress posed by excessive screen time, worries around academic work, exams or qualifications, or media reports	2	4	8	Offering support with Wellbeing suggestions and regular physical exercise with online teaching of Physical Education.
Risk to those with existing or developing health conditions being unsupported	2	4	8	Keeping regular contact with pupils either in Form time, subject lessons or SEN 1:1 and group work.
Risk of wider culture slippage posed by the virtual environment	1	4	4	Maintaining high expectations with regards to behaviour and discipline online.