SAFEGUARDING DURING REMOTE LEARNING

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 one or more bubbles are working at home and learning remotely.

Even though the model of operation in response to coronavirus (COVID-19) is fundamentally 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 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 E Safety and Acceptable Use Policy throughout this period of remote learning. The Designated Safeguarding Lead 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 pupils face to face:

Behaviour online

All girls and staff should adhere to the Code of Conduct on Remote Working (below).

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 in use as such), 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 and remain on for the duration of the lesson unless directed otherwise by the member of staff; 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 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 only 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. All MSJ pupils and staff are tracked weekly with a Pastoral Tracker and actions taken as appropriate which may include an e mail 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.

Where they are providing for children of key workers and vulnerable children on site, the school will ensure that there is appropriate pastoral support to hand.

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 they should record it on CPOMS in the usual way. The COVID19 Closure box 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 is 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

School attendance is mandatory from the start of the Spring Term either remotely or in person. Whether pupils are learning at home or school their attendance will be recorded in line with the latest guidance from the Department for Education.

Form tutors will register MSJ girls via iSAMS at 08:20 and at 13:30. This will capture most girls wherever they are in the world apart from those in the USA/Caribbean. For some girls it will be the end of their school day. 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 and parents will be contacted as usual. It is expected that parents will monitor their daughter's attendance whilst she is learning from home and work with the School to support their daughter if she is experiencing difficulties accessing online learning

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. Children who fall into this category from within the MSJ community will be invited into school to board even if their Year group bubble is isolating off site.

Staff recruitment and training

The School's Recruitment policy will be followed in line with the principles of KCSIE 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 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. In most cases, staff and volunteers who work in other settings will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of Designated Safeguarding Lead arrangements.

Appendix A

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, 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 or bedroom in use); 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 – your teacher will record lessons where appropriate via Teams. Pupils should not make their own recordings or share lesson recordings with others.

- Digital Devices – should only be used for educational purposes during lessons; rules about using additional screens including mobile phones, apply and you must not use the chat function to message peers during a lesson.

Updated December 2020
Appendix B Risk assessment Whole School during partial remote working

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 and via online survey	Report and follow up concerns as necessary	Form Tutors, Head of Year, Director Of Pastoral Care, Designated Safeguarding Lead
Online peer on peer/child on child 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 and via online survey. 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 by tutors and HoY. Pastoral team track changes if prolonged absence.	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.	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 Leads, or not reporting concerns	1x3=3	Designated Safeguarding Lea/Director of Pastoral Care or Director of Boarding accessible via Teams, e mail, mobile phone.	Designated Safeguarding Lead in regular contact with Safeguarding Team and will report absence	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	Senior Leadership Team HoS/Line managers checking in with teams. Vulnerable staff identified. Some working from home whilst school is open. Pastoral check ins.	Report and follow up concerns as necessary	Director Of Pastoral Care Director Of Boarding Director Of Teaching And Learning, Director Of Operations, Deputy Head, Housemistress
Anxiety, stress or 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 forms. Vulnerable girls identified. Pastoral check ins.	Report and follow up concerns as necessary	Pastoral and Prep 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	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
Wider culture slippage posed by the move to the virtual environment	3 x 4 =12	Measures in place to keep community together	Regular assembly slots, Headmistress and Head Girl messages etc pupils required to use cameras in lessons. Code of Conduct for remote learning	All

Authorised by	Resolution of the School Council
Signature	
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Circulation	Members of School Council / teaching staff / all staff / parents / pupils [on request]