

Annex 1

COVID-19 school closure arrangements for Safeguarding and Child Protection at Queen Margaret's

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1. Context

Following government announcement on 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response. Queen Margaret's has liaised with parents, agents and guardians to ensure that all boarders, including international girls, have safely returned home or are being looked after by relatives, guardians and home stays in the UK. As Queen Margaret's has no children of key workers who need looking after during the day the school is closed to all girls and staff bar those staff who live on site.

The Covid 19 Annex 1 serves as an addendum to the school's existing Safeguarding Policy A6 (ISI reference 7a) for the duration of the COVID-19 school closure and must be acted upon alongside any arrangements set out in the main Safeguarding Policy unless otherwise explicitly required. This appendix to our Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1. Context

2. Attendance monitoring for remote teaching and Learning

3. Designated Safeguarding Lead arrangements

4. Reporting a concern including LADO referrals

5. Safeguarding training and induction

6. Safer Recruitment and volunteers

7. Children and online safety away from school

8. Supporting children not in school

9. Peer on Peer Abuse

2. Attendance monitoring for remote teaching and learning

Queen Margaret's school does not have any children of key workers who, for the duration of the coronavirus-enforced school closure, need to attend school in person, hence the usual day-to-day registration in iSAMS is suspended for the duration of the school closure. Any monitoring of attendance therefore relates to attendance to virtual lessons and regular submission of work set by teaching staff. Attendance to lessons must be approached with a certain degree of flexibility bearing in mind that many of our girls currently work from within different time zones but also the possibility that some of our girls are unable to attend lessons or submit work due to ill health, problems accessing the internet and VLE or availability of digital hardware within a family home. It is therefore important to regularly capture an overview of work submitted and digital lessons attended across the range of subjects; to this end staff complete a weekly overview for all girls enrolled at Queen Margaret's to raise any concerns which, for work and attendance-related matters will be followed up by HoDs, Senior Tutors and Mrs Rhodes, Deputy Head (Academic). See also Section 8 (Supporting children not in school) regarding processes for dealing with pastoral concerns.

3. Designated Safeguarding Lead Arrangements

Designated Safeguarding Lead:	Lars Fox (Senior Deputy Head) Tel: 01904 727612/ 01904 728 224 Also on: 07889 592414 lfox@queenmargarets.com
Deputy D S Ls:	Tania Davidson (Director of Boarding) Tel: 01904 727614/727658 Also on: 07789 592368 tdavidson@queenmargarets.com
	Sue Baillie (Head) Tel: 01904 727600 lcapponi@queenmargarets.com

On the Board of Governors:

Nominated Safeguarding and Prevent Governor: Mrs Sue King 0113 204 5708

There are currently no girls on site at Queen Margaret's hence the DSL arrangements are such that a trained DSL (or Deputy) will be available to be contacted via phone or online video - for example when working from home. Lars

Fox, Senior Deputy Head, will resume responsibility for co-ordinating safeguarding arrangements during the time of COVID-19 school closure. This might include updating and managing Safeguarding and Child Protection arrangements across all Year Groups as well as updating policies and training staff. In addition this may require liaising with children's social services or to carry out statutory assessments at the school.

4. Reporting a concern

Where staff have a concern about a girl, they should continue to follow the process outlined in the school Safeguarding Policy; this includes contacting the DSL or Deputy DSL via phone or email. Staff are reminded of the need to report any concern immediately and without delay. Any member of staff can also make a referral to the North Yorkshire Multi-agency Screening Team (MAST) on 01609780780 or using the following link: <https://www.safeguardingchildren.co.uk/about-us/worried-about-a-child/>

Where staff are concerned about an adult working with girls in the school, this should be referred to the Head immediately. If the Head is implicated, the Chair of Governors, Mrs Caroline Bayliss, and Nominated Safeguarding Governor, Mrs Sue King, should be informed immediately without informing the Head. Any allegations made against a member of staff must be referred to the LADO on the same day for advice on how the matter should be handled. In the most serious cases police will also be consulted.

5. Safeguarding Training and induction

All DSLs and Deputy DSL have had their bi-annual training and are not due a refresher until October 2020. For the COVID-19 period measures are in place to ensure that any DSL (or Deputy) who has been trained will continue to be classed as a trained DSL (or Deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read and confirmed they understand part 1 of Keeping Children Safe in Education (2019). The vast majority of staff have had face-to-face training during the academic year 2019/ 2020 and the DSL will continue to communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers are utilised in any area of Queen Margaret's School, they will continue to be provided with a safeguarding

induction via remote means.

6. Safer recruitment and volunteers

When recruiting new staff, Queen Margaret's School will continue to follow the relevant safer recruitment processes as outlined in 2.9 of the Safeguarding Policy and the Recruitment Policy C36. It remains essential that people who are unsuitable are not allowed to enter the school's workforce.

Should there be a need to utilise volunteers, we will continue to follow the pre-recruitment check policy; a risk assessment will be carried out to decide if an Enhanced DBS check needs to be made for each volunteer which must then be made by the Clerk to the Governors. Nobody should be permitted to be unsupervised, including in remote teaching and learning, when no checks have been carried out.

Queen Margaret's will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

The Clerk to the Governors will continue to update the single central record (SCR) as outlined in paragraphs 148 to 156 in KCSIE 2019.

7. Children and online safety away from school

Staff at Queen Margaret's School will continue to interact via digital means with QM girls across all age groups both in an academic as well as pastoral and enrichment capacity. It is important that all staff continue to look out for signs a girl may be at risk. Any such concerns should be dealt with immediately and referred to the DSL as soon as practically possible; where appropriate, referrals should still be made to children's social care and, as required, the police.

Queen Margaret's will ensure that any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements. Staff and girls must use their school gmail accounts and recorded Google Meet sessions only to communicate with one another. Contact via any private social media platform is not permitted under any circumstances.

Below are a number of points for staff and girls to consider when delivering or receiving virtual lessons, especially where webcams are involved:

- Staff and girls must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; Staff and girls should ideally sit with their backs to a neutral wall as to avoid any family member to accidentally come into view.
- The live class should always be recorded as an evidential record as well as for time-delayed access to the content of the lesson.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- QM staff must only use school-provided systems such as Google Meet or live chat through the VLE (Moodle) to facilitate live-interaction with the girls
- Live sessions, whether delivered for academic or enrichment purposes, are for the benefit of the girls and must never be shared outside of the Queen Margaret community or via private social media

Particular attention will be given to monitoring the recording of 1-2-1 sessions and HoDs as well as Mrs Davidson as Deputy DSL will do weekly checks to ensure that all 1-2-1 sessions are recorded and an evidential record is kept.

QM girls will be able to access web-based content required for their learning via the school's VLE. Staff, girls and parents must be mindful that using the home wifi network may not provide the same security and filtering services as is ordinarily expected when staff and girls use the school's network. As such it is important for girls and parents to be made aware of the particular online risks that are associated with unfiltered access to the internet. As a school we are unable to provide guidance on the use of every available app or website but have listed a few links which will guide parents and girls through this time of unprecedented use of online material and platforms.

Thinkuknow is the online safety education programme from the National Crime Agency. There is plenty of advice for parents and carers on keeping your child safe online at www.thinkuknow.co.uk/parents

The Association of Adult and child Online Safety Specialists have devised a short clip showing how girls and parents can change their settings for youtube to ensure only age-appropriate content can be accessed:

<https://www.youtube.com/watch?v=1Yvlfw7obwE&feature=youtu.be>

In the absence of being able to meet up in person with peers from school many children are using an app called 'House Party' which at present is the number 1 downloaded app; however, if the settings are not done correctly any stranger can 'walk into the room' and take part in the conversation thus there is a real risk of grooming. We urge parents to discuss with their daughters if and how she is using this app and ensure she is regularly checking her settings so that only people she knows in person may access 'the party room':

<https://www.waynedenner.com/blog/why-is-everyone-using-the-houseparty-app/>

OpenDNS - a free service which parents can use at home to provide some basic filtering to the internet connection coming into their house

<https://www.opendns.com/home-internet-security/>

8. Supporting children not in school

Queen Margaret's is committed to ensuring the safety and wellbeing of all its pupils including when not on site. Pastoral staff, HWBC, school Counsellor and the school's psychologists have identified girls who would benefit from on-going support beyond that which is provided by the tutors. Regular discussions and updates are being sought to ensure that these girls receive the support they need.

Queen Margaret's recognises that the current circumstances of remote teaching and learning and the potential feeling of isolation can affect the mental health of girls and staff. With this in mind a leaflet is being shared with girls which covers the main aspects of promoting positive mental health; connect, be active, give, learn, notice. Tutors will use their weekly tutorials to guide and support girls to be actively engaged with a lifestyle which is promoting positive wellbeing. There will also be within the Community area of the VLE a section with signposts to organisations and charities which offer a range of support services:

VLE Signposting		
Independent Listener	Sally Ashworth	01904 673626

Cruse Bereavement Support	0808 8081677	www.cruse.org.uk
Beat - Eating Disorder	0808 8010811	
The Mix - Support for Young People	0808 808 4994	www.themix.org.uk
Young Minds	Parent support: 08088 025544 Young persons Support: 01708 765200	www.youngminds.org
Child and Adolescent Mental Health Crisis Team	Harrogate: 01423726947 Scarborough: 01723 346 502	Area specific - google your area
Sexual Health NHS York	01904 721111	
Childline	0800 11 11	
Child Bereavement UK	www.childbereavementuk.org	
UK Government Guidance	Guidance can be found here	
Domestic Abuse	https://www.womensaid.org.uk/information-support/	
Apps		
Headspace - Guided meditation	www.headspace.com	
Calm Harm - helping users to manage the urges to self-harm	www.calmharm.co.uk	
Calm - Guided meditations	www.calm.com	
Mindshift CBT. Challenges unhelpful thinking patterns	www.anxietycanada.com	

Teaching staff at Queen Margaret's are aware that some girls may find it difficult to replicate the workload from a physical school in a virtual setting; many families are

forced to work from home and it may not be possible for all girls to have constant use of their own digital devices needed to complete the work. In addition, there may be pressures on the use of dedicated work space at home. We therefore recognise that some girls may struggle to submit all of the work by the deadlines set or indeed attend all live sessions. Concerns regarding work and attendance should initially be registered by subject staff via a weekly overview sheet and then followed up by tutors, Heads of Departments, Senior Tutors and Deputy Head (Academic). Similarly, any pastoral concerns should ordinarily be discussed by the tutor with the girl during tutorials and escalated, if needed, to the Senior Tutors, and Senior Deputy Head. Senior Tutors will run weekly reports of all tutor entries into iSAMS and triage concerns to the Director of Boarding and Senior Deputy Head for further discussion on follow-up action by the school. Any urgent pastoral concerns should be raised immediately and directly with the Senior Tutors and, in the case of safeguarding, with the DSL or Deputy DSLs.

Peer on Peer Abuse

Where staff receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the school's Safeguarding and Child Protection Policy and Countering Bullying Policy. We will listen and work with the girl, parents/carers and other partners required to ensure the safety and security of the girls. As is standard practice we continue to record any concerns and actions taken as well as any referrals that have been made.

As part of the investigation into alleged peer-on-peer abuse, including bullying, the school will seek to interview the alleged perpetrator/s and when the school is operating remotely this interview may take place online by way of a recorded Google Meet. An online interview will only take place after initial discussions with the girl/s parents and will respect all GDPR issues relating to the recording and storing of data. Where a girl has specific disabilities or difficulties which mean that an online interview may not be possible or that she may require more support for such a process the school will seek to make reasonable adjustments to enable the interview to take place. Where an online interview is not possible then a telephone conversation may be substituted and where neither is appropriate, the school will seek to act in the best interests of all girls based on the written statements provided by the alleged perpetrator and the statements and evidence of others. Throughout the process parents of all concerned will be kept informed and where appropriate further advice may be sought from the SENCO or other external agencies working with any of the girls.