

Annex 1



Temporary Policy Addendum:

COVID-19 school closure arrangements for Safeguarding and Child Protection at The Castle Rock School

This Policy addendum is effective from 4th January 2020 (to be reviewed in line with Government updates)

The Castle Rock School: The Castle Rock School
Policy owner: M. Rowbottom
Date: 04.01.2021
Date shared with staff: 21.01.2021

Context

From 4th January 2021 Secondary age 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 - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of The Castle Rock School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Key Contacts

Remain as per the School Safeguarding Policy.

Vulnerable Children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Eligibility for free school meals in and of itself is not a determining factor in assessing vulnerability.

Senior Leaders, especially the Designated Safeguarding Lead (and Deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

THE CASTLE ROCK SCHOOL will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school heads (VSH) for looked-after and previously looked-after children. The lead person for this will be:

Adam Thompson (athompson@castlerocksch.uk)

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and THE CASTLE ROCK SCHOOL will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, THE CASTLE ROCK SCHOOL or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

THE CASTLE ROCK SCHOOL will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Critical Workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections.

Attendance Monitoring

In mainstream schools, all secondary-age pupils who are not expected to be in school during the weeks commencing 4 January, should be recorded as 'code X'.

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Shielding advice is currently in place in all areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

THE CASTLE ROCK SCHOOL and social workers will agree with parents/carers whether children in need should be attending school – THE CASTLE ROCK SCHOOL will then follow up on any pupil that they were expecting to attend, who does not.

THE CASTLE ROCK SCHOOL will also follow up with any parent or carer who has arranged in school provision for their child(ren) and the child(ren) subsequently do not attend.

Contact will be made to the parents/carers in these circumstances.

To support the above, THE CASTLE ROCK SCHOOL will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, THE CASTLE ROCK SCHOOL will notify their social worker.

Designated Safeguarding Lead

THE CASTLE ROCK SCHOOL has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Mick Rowbottom (mrowbottom@castlerocksch.uk)

The Deputy Designated Safeguarding Leads are:

Emma Booth (ebooth@castlerocksch.uk)

Adam Thompson (athompson@castlerocksch.uk)

Amy Bowles (abowles@castlerocksch.uk)

Claire Smith, Y7 (csmith@castlerocksch.uk)

Collette Parker, Y8 (cparker@castlerocksch.uk)

Wayne Beech, Y9 (wbeech@castlerocksch.uk)

Richard Elderton, Y10 (relderton@castlerocksch.uk)

Janet Pallett, Y11 (jpallett@castlerocksch.uk)

Margaret Lofthouse, Post 16 (mlofthouse@castlerocksch.uk)

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

THE CASTLE ROCK SCHOOL staff and volunteers will have access to a trained DSL (or deputy).

The DSL, or a Deputy DSL, will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. This must be logged immediately on the day the concern is raised, ideally within 15 minutes of the concern arising.

If a concern is raised out of hours, the staff member should report the concern on CPOMS and alert Mick Rowbottom using the contacts shown above. If a response is not received, you must continue to exhaust all contacts that are given above.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and a deputy DSL, stating that there is a safeguarding concern that they are unable to access CPOMS. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report this in writing to the Head of School, Duncan Baldwin.

If there is a requirement to make a notification to the Head of School whilst away from school, this should be done verbally over the phone and followed up with an email to the Head of School to confirm the discussion.

Concerns around the Head of School should be directed to the Executive Headteacher and CEO of the Trust, Julia Patrick (jpatrick@apollopartnershiptrust.uk).

Concerns around the Executive Head/CEO should be directed to the Chair of the Trustees, Michaela Worrell (mworrell@apollopartnershiptrust.uk).

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

Safeguarding Training and Induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should 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 enter THE CASTLE ROCK SCHOOL, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer Recruitment/Volunteers and Movement of Staff

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, THE CASTLE ROCK SCHOOL will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where THE CASTLE ROCK SCHOOL are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

THE CASTLE ROCK SCHOOL 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. Full details can be found at paragraph 163 of KCSIE.

THE CASTLE ROCK SCHOOL 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.

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, THE CASTLE ROCK SCHOOL will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online Safety in Schools and Colleges

THE CASTLE ROCK SCHOOL will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and Online Safety away from School and College

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

THE CASTLE ROCK SCHOOL will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider during virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred, if not in a professional/school setting.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed. The recording must end once all students have left the session.
- 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.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils.
- Lessons and tutor times should only be scheduled during the school day and at times as agreed with or directed by the school senior leadership team.

Information and guidance for virtual lessons and tutor times for parents is attached as Appendix 1. Expectations and a code of conduct for virtual lessons and tutor times for students is attached as Appendix 2. Expectations and a code of conduct for live lessons and tutor times is attached as Appendix 3.

Supporting Children not in School

THE CASTLE ROCK SCHOOL is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan will be on the school website. A summary of any conversation with vulnerable children will be recorded on CPOMs.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

THE CASTLE ROCK SCHOOL and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan will be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

THE CASTLE ROCK SCHOOL recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Teachers at THE CASTLE ROCK SCHOOL need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting Children in School

THE CASTLE ROCK SCHOOL is committed to ensuring the safety and wellbeing of all its students.

THE CASTLE ROCK SCHOOL will continue to be a safe space for all children to attend and flourish. The Head of School will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

THE CASTLE ROCK SCHOOL will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

THE CASTLE ROCK SCHOOL will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where THE CASTLE ROCK SCHOOL has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the appropriate colleagues to ensure appropriate provision is in place.

Peer on Peer Abuse

THE CASTLE ROCK SCHOOL recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Appendix 1

Parents and Carers Guidance

Virtual Tutor Sessions @ The Castle Rock School.

The Purpose of Virtual Tutor Sessions.

In order to help keep your child motivated and engaged over the lockdown period, we are launching 'live tutor' sessions that are scheduled to begin from Wednesday 13th January and every morning thereafter. The aim is to provide your child with a structured and 'virtual' school experience. This will help your child to make progress both academically, socially and emotionally thus reducing the potential for feelings of negative mental health and isolation. The tutor sessions will give your child an opportunity to discuss any issues they may have. If your child's tutor cannot resolve the issue they will pass it onto someone who can.

For the live tutor sessions to be effective, we expect your child to log into their virtual tutor group session every morning between the hours of 8.45am and 9.05am using Microsoft Teams. If you do not have access to a conventional computer or laptop you can still access Teams through a PlayStation, Xbox, Nintendo Wii and your smart phone.

[Click here for a guide for alternative ways to access Teams for remote learning, via game consoles, smart TVs and Amazon devices.](#)

Expected On-line Etiquette.

1. Your child has the option to use the camera and audio function as long as the background is blank and there are no distractions.
2. It is essential that your child presents in an appropriate manner in their dress, language and manner.
3. We recommend that your child does not join these sessions in their bedroom, however if they do, your child must ensure their camera is turned off.
4. Your child must not record, take screen shots or photograph their tutor and / or peers.
5. Sessions will be recorded and monitored by the school system as a safeguarding measure.

E-Safety Advice for Parents

The safeguarding of our staff and students remains our number one priority during remote learning. We have directed staff to only have contact with students via Microsoft Teams and the school email. We also ask you as parents to support your child in being safe online. It is likely that your child will be using the internet more than ever so safer internet messages are particularly important. We strongly advise that you discuss the following with your child:

- Privacy settings – Check that your child knows about the privacy settings of their favourite accounts and that these settings protect them from being contacted by strangers.
- Awareness – Discuss whether your child knows the rules about how to behave and stay safe on the sites, games and apps that they use. Check they are aware of how to block, mute and report other users that aren't behaving and encourage them to inform you if they are concerned or upset about anything.

- Consent – Discuss the importance of asking others before sharing a photo or post about them (including ‘selfies’). Please remind them that things we may think are okay or funny might actually worry or upset someone else.

Further guidance and information can be found at www.internetmatters.org

Your child’s full engagement in all aspects of remote learning is crucial and your child’s feedback will help us to ensure that their remote learning experience improves.

A member of staff will be in contact you if your child does not log into the tutor sessions.

Appendix 2

Virtual Tutor Time: A Guide for Students

The Purpose of Tutor Time:

In order to ensure that you remain well motivated and engaged we are launching 'live tutor' sessions that are scheduled to begin from Wednesday 13th January and every morning thereafter during the lockdown period. The aim is to provide you with a structured and 'virtual' school experience. This will help you to make progress both academically, socially and emotionally thus reducing the potential for feelings of negative mental health and isolation. The tutor sessions will give you an opportunity to discuss any issues you may have. If your tutor cannot resolve the issue, they will pass it onto someone who can.

For the live tutor sessions to be effective, we expect you to log into your virtual tutor group every morning between the hours of 8:45am and 9:05am using Microsoft Teams. If you do not have access to a conventional computer or laptop you can still access Teams through a PlayStation, Xbox, Nintendo Wii and your smart phone.

[Click here for a guide for alternative ways to access Teams for remote learning, via game consoles, smart TVs and Amazon devices.](#)

Expected Student Conduct

1. It is optional to use the camera and audio function.
2. If you use the microphone ensure it is muted when the teacher is speaking.
3. You must use polite language at all times whilst talking and whilst using the chat bar.
4. Make sure you listen carefully when others are talking.
5. If you use the camera function ensure you are in an acceptable space with a plain background. If you are in your bedroom you MUST turn your camera off.
6. You are expected to behave in a respectful manner at all times.
7. You must wear appropriate clothing that is suitable for a 'non-uniform' day.
8. You must not record, take photographs or screen shot your tutor and/or peers.
9. Microsoft Teams is carefully monitored by the school and your tutor will record the sessions. Any misconduct will be reported to the Student Manager and relevant sanctions will be put in place.

Format of the Session

Your tutor will:

1. Welcome you to the tutorial session.
2. Call a register. You must respond using the 'hands up' function or switch the microphone on to respond.
3. Encourage you to talk by asking you how you are doing.
4. Ask questions about your work.
5. Ask for you to remain behind at the end of the session if there are further issues that need discussing.

Your full engagement in these sessions is crucial as your feedback will help to ensure that your remote learning experience improves. A member of staff will be in contact if you do not log into these sessions.

Appendix 3

Staff Guidance

The Virtual Tutor

The Purpose:

In order to keep motivation and engagement high we are launching 'live tutor' sessions that are scheduled to begin from Wednesday 13th January and every morning thereafter, during the lockdown period.

The aim is to provide our students with a structured and 'virtual' school experience. This will help students to progress both academically, socially and emotionally thus reducing the potential of them feeling negative mental health emotions and isolation.

The tutor sessions will act as a 'virtual registration' (*please see the technical guide below for details*). It will also act as a forum whereby students can discuss any academic or general issues they are facing. Your role as virtual tutor is to signpost students to the appropriate member of staff if you cannot resolve the issue. Having daily dialogue with your students about their experience also acts as 'student voice' that will ultimately enable us to develop and refine our practice.

The Castle Rock School expects virtual tutors to use the following format:

Tutors must

1. Be logged onto their computer no later than 8:40am ready to invite students into the 'tutor room' at 8:45am. Students have been given a window between 8:45am and 9:05am.
2. As a safeguard, virtual tutors must record the sessions. Inform students that the session is being recorded and it is being monitored through the school ICT system.
3. Welcome the students and remind them of how to behave. Use positive language such as:

'Remember to address each other with respect and use appropriate language'.

'Ensure your mobile phones are switched off as any recordings, photographs and screen shots will be dealt with according to our behaviour policy'.

'Smart dress is the expectation'.

'Camera use is optional but please remember to have a plain background'.

'If you are in your bedroom cameras should be off!'

'If you want to contribute please use the 'raise hand' function and I will invite you to talk'.

'Please keep your microphone off whilst I am talking'.

'Please remember to enjoy the session and feedback honestly so all of us can learn from your experiences and therefore improve things!'

4. Reiterate the above ground rules daily, as a reminder of remote learning etiquette.
5. Call a register and inform your students to use the 'hands up' function to indicate if they are present.
6. Ask every student how they are feeling and every student how they are managing their remote learning.

7. Try and put students at ease by reassuring them to use the chat bar if they don't want to talk through the microphone. *Reassure them it will take time to adapt to remote learning, (as it has for every student and every teacher in the country and indeed the world!)*
8. Make a note of any queries and feedback to the relevant member of staff, (please see below for guidance).
9. Ask students if anyone wishes to remain behind at the end of the session for additional guidance.
10. Inform students that the tutorial has finished. (Please see technical guidance on ending a session that prevents further student interaction)

Staff Conduct and Matters of Safeguarding:

The use of Microsoft Teams for remote learning and daily tutor sessions also needs a safeguarding consideration. It is paramount that both staff and students are safeguarded during online sessions. We therefore expect staff to adhere to the following protocol:

As part of remote learning all staff should:

1. Only use Microsoft Teams commissioned by The Castle Rock School.
2. Invite students into the 'tutor room or classroom' and record the sessions, notifying the students of this action.
3. Only schedule a remote tutorial or lesson with the allocated groups on Teams assigned by SLT.
4. Schedule a session during school hours only.
5. End the Teams meeting ensuring that no other students remain present.
6. Wear professional attire at all times appropriate for a classroom environment.
7. Always present professionally, in language, manner and dress.
8. Ensure backgrounds are plain with no private or confidential information on view if hosting a remote session from home.
9. Have the same high expectations and standards as in a live tutorial / lesson. Inform students that any poor conduct that is in breach of the remote learning protocol will be reported to both year head and parents.
10. Report ANY safeguarding concerns immediately to a DSL via CPOMs.
11. Continue to follow the Apollo Partnership Trust school code of conduct at all times.

