



# MADANI SCHOOLS FEDERATION

Madani Boys School | Madani Girls School

**2020 -21**

**Addendum (v.2) to:**

**MSF Policy | Child Protection**

**Exceptional Arrangements**

**Guidance for Partial / Full School closure**

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# Madani Schools Federation

Madani Boys School | Madani Girls School

## Addendum (v.2) to: MSF Policy | Child Protection 2020 -21

### EXCEPTIONAL ARRANGEMENTS Guidance for Partial / Full School closure

#### 1. Introduction

Under the Education Act 2002 (section 175/157), schools/colleges must "make arrangements to safeguard and promote the welfare of children"

Particular regard must also be made to the associated following policies and guidance:

- 2020-21 | MSF Policy | Staff Code of Conduct
- 2020-21 | MSF Policy | Child Protection
- 2020-21 | MSF Procedures | Remote Learning
- 2020-21 | MSF Procedures | Child Missing in Education
- 2020-21 | MSF Risk Assessment | CV19
- 2020 | DfE | Keeping Children Safe in Education (2020) inc Update January 2021 (Post EU Exit)
- 2018 | HMG | Working Together to Safeguard Children

These exceptional arrangements (procedures) are in addition to normal school procedures and relate **only to Partial / Full school closure** in **exceptional circumstances**. The CV-19 pandemic is an exceptional circumstance.

#### 2. Aims

- All staff continue to have an oversight of Safeguarding concerns through rigorous monitoring and recording, and robust reporting procedures.
- All staff will continue to listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.
- All vulnerable students / families have an additional layer of contact and support.
- Ensure all vulnerable students have direct contact from an identified member of staff, at least once per week.

#### 3. Designated Safeguarding Leads

Madani School's Federation staff and volunteers will have access to a DSL on site at all times during normal school hours. Where contact needs to be made with a DSL out of hours they can be contacted via phone, Email or via TEAMS.

Duty DSL's are available on MBS 07572 872488 | MGS: 07376 222501 and alternatively via [help@madani.leicester.sch.uk](mailto:help@madani.leicester.sch.uk)

Out of school hours DSLs may contact any member of staff if it relates to a safeguarding concern / query over the health, safety and protection of a child.

#### **4. 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 will communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Staff Safeguarding training and Safeguarding Inductions will continue to take place albeit remotely.

The school will continue to share safeguarding messages on its website and social media pages in addition to email.

#### **5. Visitors to School Site**

Only necessary visitors as covered in the CV19 Risk Assessment will be admitted to the school site. This includes visitors in relation to the Health, Safety and Welfare of students.

Madani School's Federation 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).

Madani School's Federation will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE for volunteers to the School Site. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Madani School's Federation 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.

Madani School's Federation 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.

Madani School's Federation will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE and will ensure that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

A daily log will continue to be kept of staff, volunteers and visitors.

#### **6. Reporting Safeguarding / suspected Safeguarding Concerns**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection (Safeguarding) Policy. Staff must ensure that they do not put the student at further risk through their conversation/email (be aware of who is there) with a student/parent/carer. Staff must not promise confidentiality

Staff must seek advice from a DSL if:

- there is a concern
- they are unsure if something is a concern
- they are unsure how to respond to a concern

Staff are reminded of the need to report any concern immediately and without delay. If a concern is raised out of hours, the staff member should report the concern on CPOMS and alert the DSL using the contacts outlined above.

If a response is not received, staff must continue to exhaust all contacts in the key contact section of the Child Protection policy.

Where risk of significant harm to a child is identified this should be referred immediately by telephone to Children's Social Care on 0116 454 1004. If a child is suffering significant harm and is in imminent danger the Police 999 should be contacted immediately for an emergency response.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should contact and email the Designated Safeguarding Lead, Headteacher. This will ensure that the concern is received.

Where staff are concerned about an adult working with children in the school, they should email the Headteacher directly to report the concern. If the concern is immediate and/or the Headteacher is unavailable, the DHT - DSL must be contacted. Concerns around the Headteacher should be directed to the Chair of Governors / LADO

## **7. Recording Contact**

Staff must ensure that any and all safeguarding contact issues are recorded on CPOMS which can be done remotely. <https://madanigirls.cpoms.net/> | <https://madaniboyboys.cpoms.net/> This must be logged by 4pm on the day the concern is raised..

## **8. Vulnerable Students**

Vulnerable students 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.

Any students still deemed clinically extremely vulnerable are advised not to attend school

## **9. Vulnerable Students - Social Worker / LAC**

Madani School's Federation 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 head for looked-after and previously looked-after children.

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 Madani School's Federation will explore the reasons for this directly with the parent.

Madani School's Federation and social workers will agree with parents/carers whether children in need should be attending school – Madani School's Federation will then follow up on any pupil that they were expecting to attend, who does not.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Madani School's Federation will notify their social worker.

Where parents are concerned about the risk of their child contracting COVID19, Madani School's Federation or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. This might include updating and managing access to child protection online management system, CPOMS and liaising with other DSL's 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.

## **10. Key Workers**

Students who are identified as children of Keyworkers have been contacted and invited to attend. Madani Schools Federation has publicised this on its website and through a letter to parent/carers. Additionally, the Keyworker Form and link to key worker criteria is available on the school website.

## **11. In School Attendance**

Madani Schools Federation is open to those students who have specific vulnerable needs. These students have been identified by the AHT – Inclusion | AHT – Houses | A2L Manager (DSL) and in consultation with the Parent/Carer. Students specific needs will be catered for.

Madani Schools Federation has the flexibility to offer a place to those students on the edge of receiving children's social care support. Madani Schools Federation will not turn any students away who do not fit into the above groups but for whom exceptional circumstances due to specific vulnerabilities have to be made either on an ongoing or daily 'keep-in-touch' basis. A list of in-school attendance is maintained and is reviewed on a case-by-case basis whereby further students are invited to attend where their vulnerability increases (at home).

Any parent/carer who has arranged in school attendance for their child(ren) and their child(ren) subsequently do not attend will be followed up.

Staff attendance is reviewed on a daily basis to ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. Planned staff absence is accommodated for in any plans. Where there is concern about the impact of staff absence – these must be reported to the Headteacher and DHT – DSL immediately.

Madani Schools Federation will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow and educate students on the advice from Public Health England on handwashing and other measures to limit the risk of spread of CV19. The MSF CV19 Risk Assessment will form the basis for staff and student movement and interaction.

## **12. Supporting Students Not in School**

Madani School's Federation is committed to ensuring the safety and wellbeing of all its students & families and recognises that school is a protective factor.

All staff are reminded of the need to be aware of the wellbeing of students & families when setting expectations of pupils' work where they are at home.

Students and families identified to be on the edge of social care support, or who would normally receive pastoral-type support in school are contacted. Additional communication is also made to any students who are considered Vulnerable during these exceptional circumstances.

These include students who are:

- on the Safeguarding Register
- on the Vulnerable Students Register
- on the SEN Register
- experiencing bereavement (on the contacts list until direct close support is stepped down)
- out of the country / not based in their home
- whose attendance to online learning is sporadic
- having difficulty engaging in Remote Learning

Vulnerable students / families on the CV19 list are placed into one of 3 groups:

Colour	Reason	Contact made by:
<b>Red</b>	- most risk of harm or neglect and fewest protective factors (would include those with a child protection plan) - on Safeguarding register	DSL / SLT / SENCo A2L Manager
<b>Amber</b>	- a moderate risk of harm, but with some protective factors (would include those identified as 'Child in Need'; and those with a social worker). - Students out of Country / not based in their home	DSL's / HoH's / Mentor's
<b>Blue</b>	- require SEN support or currently being mentored or some concerns escalating or unmet needs. - Students experiencing Bereavement - whose attendance to online learning is sporadic - having difficulty engaging in Remote Learning	Identified Staff

Communication normally takes the form of a phone call or/and TEAMS call and is made on a Weekly basis by identified members of staff (CV19 Contacts list)

Where necessary a weekly visit to family home (doorstep contact - ensure students are seen on sight) will be conducted for those students (most at risk of harm or neglect).

Home visits:

- must include a DSL where possible
- will only be undertaken at the express instruction of the DSL & CV19 Officer
- will be undertaken in conjunction with DAS advice as appropriate

A monitoring log is maintained of contact home on SharePoint. Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection (Safeguarding) Policy and Addendum.

### 13. Weekly Review Meeting

A Weekly Review meeting is held to review all students missing lessons and to update on steps followed by their Teams and next step actions. During this meeting the CV19 Contacts list is also reviewed.

Standing participants at the Weekly review meeting include the AHT – Inclusion | AHT – Houses | AHT – Remote Learning | A2L Manager (DSL)

**14. Online Registration**

A 'Ready to Learn' online register on the website is available for students to notify the school if they are unable to learn due to CV-19 related issues. Follow-up contact is made via the Head of House teams to determine nature of reason and to provide additional support as required.

**15. Daily Lesson Registration**

All teachers record lesson attendance via BROMCOM. A register containing Expected Absences (authorised reasons) is shared with staff weekly and is available on SharePoint – maintained by AA.

Attendance codes are as follows:

Code	Reason	Register	Input by:
5	Present (Engagement with Remote learning)	Lesson	Teacher
N	Absent	Lesson	Teacher
L	Late to lesson (up to 15 mins)	Lesson	Teacher
X	Engagement with Remote learning	AM / PM	AA / Reception
Other	Other codes	AM / PM	AA / Reception

All students who are not expected to be in school are recorded on the school attendance register as 'code X'. Students for whom on-site provision is being provided are recorded in line with the normal school attendance requirements.

**16. Attendance Actions**

Reason	Action																																																																		
<b>Missed Lesson (during the day)</b>	Same day contact via email for each lesson to Parent/ carer and to Student																																																																		
	Same day contact via telephone from school office (for lesson 1 & lesson 3) and follow up as below																																																																		
	<table border="1"> <thead> <tr> <th colspan="3">Office Actions</th> </tr> <tr> <th>Reason for absence / query</th> <th>Who should you contact?</th> <th>If repeated?</th> </tr> </thead> <tbody> <tr> <td>Equipment issue</td> <td>RS</td> <td></td> </tr> <tr> <td>Access Issue</td> <td>RS</td> <td></td> </tr> <tr> <td>Electronic Equipment Issue</td> <td>IE</td> <td></td> </tr> <tr> <td>No answer</td> <td>Office to re-call</td> <td>YZ / MC</td> </tr> <tr> <td>Illness / Unwell</td> <td>AA / UN</td> <td></td> </tr> <tr> <td>Free School Meal</td> <td>NR</td> <td></td> </tr> <tr> <td>Covid-19 (Symptoms / Self-Isolating)</td> <td>AA</td> <td></td> </tr> <tr> <td>Safeguarding</td> <td>RM / YZ</td> <td></td> </tr> <tr> <td>Bereavement</td> <td>To: MMG / YP Co: YZ / AA / RM / MC</td> <td></td> </tr> <tr> <td>No Valid Reason ie. Slept in / Late getting up</td> <td>Office to remind</td> <td>YZ / MC</td> </tr> <tr> <td>Financial / Food Parcel</td> <td>NA / NR</td> <td></td> </tr> <tr> <td>Incorrect Timetable</td> <td>RS</td> <td></td> </tr> <tr> <td>SEND</td> <td>SA</td> <td></td> </tr> <tr> <td>Hygiene Products</td> <td>MC / AA</td> <td></td> </tr> <tr> <td>Blocked Number</td> <td>ML / RS</td> <td>YZ / MC</td> </tr> <tr> <td>Learning Issue</td> <td>KP / Relevant AHT</td> <td></td> </tr> <tr> <td>Incorrect mark (as less than 15mins late)</td> <td>Individual Teacher / Relevant AHT</td> <td>UN</td> </tr> <tr> <td>Incorrect mark (but more than 15 mins late)</td> <td>Office to remind</td> <td></td> </tr> <tr> <td>Winter Grant</td> <td>NA / NR / AA</td> <td></td> </tr> <tr> <td>Holiday</td> <td>YZ / AA</td> <td></td> </tr> </tbody> </table>	Office Actions			Reason for absence / query	Who should you contact?	If repeated?	Equipment issue	RS		Access Issue	RS		Electronic Equipment Issue	IE		No answer	Office to re-call	YZ / MC	Illness / Unwell	AA / UN		Free School Meal	NR		Covid-19 (Symptoms / Self-Isolating)	AA		Safeguarding	RM / YZ		Bereavement	To: MMG / YP Co: YZ / AA / RM / MC		No Valid Reason ie. Slept in / Late getting up	Office to remind	YZ / MC	Financial / Food Parcel	NA / NR		Incorrect Timetable	RS		SEND	SA		Hygiene Products	MC / AA		Blocked Number	ML / RS	YZ / MC	Learning Issue	KP / Relevant AHT		Incorrect mark (as less than 15mins late)	Individual Teacher / Relevant AHT	UN	Incorrect mark (but more than 15 mins late)	Office to remind		Winter Grant	NA / NR / AA		Holiday	YZ / AA	
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	Receiving contacts will action as necessary																																																																		

<b>Missed Lesson (Whole day)</b>	In addition to above Test message to parent / carer
<b>Missed Lesson (Whole day x 3)</b>	Contact from Safeguarding Team (YZ) to query nature of missing contact and follow up

**17. DfE Return**

The DfE Return is completed and submitted daily by the DHT based on information provided by the Pastoral Support Officer and The HR Officer

**18. Contacting Homes**

All student contact details are available on Bromcom. <https://cloudmis.bromcom.com/>  
 - MBS 119321 | MGS 11932

Three contact details are held for each student. The school office has contacted all parent/carers to request that they ensure that students contact details including parental contacts, home address and emergency contact numbers are correct.

Any Contact home must:

- Be necessary – ie where email will not suffice
- Have due concern to the current exceptional circumstances (ie Bereavement). A list of homes not to be contacted is sent weekly and is available on line
- Use School systems ie. TEAMS / School E-mail Address (this includes for home based staff)
- Use Office UC (for home based staff) to contact homes

Staff must not (under any circumstances)

- Share where they are calling from be it a home / personal / mobile phone
- Share their personal details / home address / personal email / home / mobile phone numbers
- Share personal information with student(s) / Parent(s) / Carer(s) that may increase vulnerability / put them at any risk

**19. Other Available Support**

Assistance and support services are signposted on the School website, have been sent out in termly flyers and have been emailed to students and parent /carers.

Assistance and support services signposted include:

- Mental Health & Emotional support services (for Parent/carers and students)
- Leicester City Council Winter Grant Scheme
- School Food vouchers
- Free School Meal registration
- Other food support (food parcels) available for financially stressed families
- Financial difficulties
- Wellbeing support
- Parenting support

Prevent and Internet Safety support are signposted on the school website and form part the Personal Development programme

**20. Increased Vulnerability:**

Staff are aware of the increased vulnerability to students Remote Learning at home and know how to respond to these risks. Where staff are unsure they must request immediate guidance and support from a DSL.

The risks of this increased vulnerability include:

- Online Grooming
  - Radicalisation
  - Pornography
  - Peer on Peer Abuse
- (this list is not exhaustive)

## **21. Remote Learning**

Madani School's Federation 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.

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 and/or the police.

Madani Schools Federation will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

All staff follow the Remote Staff Code of Conduct as below:

## **REMOTE LEARNING – STAFF CODE OF CONDUCT**

***The remote learning code of conduct is an addendum to the main Staff Code of Conduct and is in place to ensure safeguarding arrangements are in place during the Coronavirus pandemic and beyond as part of the Remote Learning model at Madani Schools Federation.***

Please ensure you read through this document carefully and ensure you are aware of the code set out in relation to remote learning and read in conjunction with the student Code of Conduct to understand the rules/guidelines that have been shared with students. This code of conduct also applies to external agencies using the Madani School Federation network and systems.

### **Code of Conduct:**

- 1.** Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report any such incident to a DSL. This is as relevant in the online world as it is in the classroom; staff engaging with pupils and / or parents online have a responsibility to model safe practice at all times
- 2.** Staff must dress appropriately for remote lessons. This should be in line with normal work dress code
- 3.** Remote lessons must only take place as part of your normal timetabled lesson (including tutor time) – no remote lessons must take place outside of your timetabled lessons (unless agreed with the Leadership Team)
- 4.** One-to-one remote lessons/meetings (outside of normal timetabled lessons) must not take place with students (unless agreed with the Leadership Team)
- 5.** You must not take or record images of pupils for your personal use
- 6.** You must not record virtual lessons or meetings using personal equipment
- 7.** You must not engage online while children are in a state of undress or semi-undress. Remove the student from the live lesson and inform a DSL

- 8.** Staff agree to treat others with respect at all times during remote lessons and meet teacher professional standards at all times. You must be fully prepared for every lesson
- 9.** Staff should choose a sensible place to work from – for most, this will be the classroom but for those at home; ideally a quiet space in their home. Staff working from home must blank out their background (using the 'blur' feature in Microsoft Teams)
- 10.** Staff must use appropriate language at all times when communicating with students.
- 11.** Students should address staff with their usual work title (e.g. Miss/ Ms/ Mrs/ Mr).
- 12.** Staff should use formal staff-student boundaries at all times when speaking to students.
- 13.** Staff must be aware that during a remote lesson, delivery of the lesson is in an open forum where anybody can be listening. Staff must therefore:
  - a. Only use student first names or student first names and the first letter of surname (e.g. Mohammed P)
  - b. Be mindful when sanctioning students
- 14.** Where the nature of a lesson may involve students mentioning sensitive things, staff must structure the lesson so that students can email questions in to the subject email address (this must be arranged in advance with the Faculty AHT and IT Support who will log you into the relevant email account) – anything mentioned by students of a safeguarding nature must be referred to a DSL as soon as possible
- 15.** Staff may use pre-recorded material related to the curriculum as part of the delivery of the live lesson on Microsoft Teams.
- 16.** Staff should not communicate with students outside of school channels (e.g., they shouldn't attempt to contact students using their personal social media accounts, or contact students using their personal email addresses or phone number).
- 17.** Staff should only communicate with students on Microsoft Teams during the live remote lesson (e.g. using chat and video). Please use student email addresses or phone calls for all other individual communication outside of the live lesson time. This does not include feedback which can be provided to students using the Assignment feature within Microsoft Teams.
- 18.** Ensure you have logged out of Office 365/Microsoft Teams when not in use
- 19.** Staff should be aware that the Leadership Team and Heads of Department can drop into a remote lesson at any time
- 20.** Staff should be mindful that if they are working from home, other family members might be seen or heard within the session by students.
- 21.** If a student has an inappropriate profile photo, please remove them from the lesson and inform a DSL
- 22.** As a class team owner, you are responsible for the supervision of usage of each class team assigned to you which also includes the use of chat. Any misuse by students must be followed up with the A2L policy. Any serious concerns must be referred to a DSL (if safeguarding related) or a member of the Leadership Team.
- 23.** Microphones must be muted when not in use during the live lesson
- 24.** Staff should not have private discussions or discussions about other students during a live session – if such discussions need to take place, ensure that the webcam has been switched off and the microphone has been muted
- 25.** If students are not following your instructions or not following the code of conduct, please apply an appropriate sanction and escalate to the relevant staff member as per the A2L Policy
- 26.** If a student is swearing or using inappropriate language, remove the student from the live lesson and inform a DSL

- 27.** If you see physical chastisement against the child or anyone else, remove the student from the lesson and inform a DSL immediately
- 28.** If you see/hear anything of concern, remove the student from the lesson and inform a DSL immediately
- 29.** If you come across features on Microsoft Teams that you are unsure about, please contact Imran Esat (AHT) or the IT Helpdesk
- 30.** If you have any concerns/queries around remote learning, please speak to your Subject Lead who will raise this with the Faculty AHT
- 31.** If you have any safeguarding concerns, please contact a DSL immediately
- 32.** A 'Lobby' must be set up for all students with students admitted individually – Do not click 'Admit All'

Be aware that any activity using the school network (including Office 365) can be accessed/monitored by the school. Please ensure you report any inappropriate behaviour through the right channels.



MSF SAFEGUARDING BULLETIN

## Reporting Concerns Making a referral / The MARF

<b>What is it?:</b>	<p><b>MARF (Multi-Agency Referral Form)</b></p> <ul style="list-style-type: none"> <li>is used to make a referral to Social Care services in relation to a child/family</li> <li>to confirm in writing a referral already made by telephone</li> <li>used to support a request for Early Help</li> </ul> <p><b>Quality and depth of information provided is crucial:</b></p> <ul style="list-style-type: none"> <li>provide all information in one document</li> <li>helps Social Care make appropriate and proportionate decisions</li> <li>reduces the need for overly intrusive interventions or interventions which may put a child or young person at further risk</li> </ul>
<b>Context:</b>	<p><b>KCSIE, 2020</b></p> <ul style="list-style-type: none"> <li>All staff <b>MUST</b> be aware of who to report to if they suspect/are informed of a safeguarding issue whether it directly involves a specific child or not</li> <li>All staff <b>SHOULD</b> be aware of the process for making referrals to children's social care</li> </ul>
<b>What do I need to do?</b>	<p><b>Reporting Concerns</b></p> <ul style="list-style-type: none"> <li>Concerns about a child → Discuss with a DSL <b>IMMEDIATELY</b></li> <li>Child in immediate danger → Contact DAS / Police <b>AND</b> inform DSL</li> <li>Worried about staff member → Speak to headteacher</li> <li>Worried about <u>headteacher</u> → Contact Chair of Governors / LADO</li> </ul> <p><b>Process for making referrals to Children's Social Care</b></p> <ol style="list-style-type: none"> <li>Speak to DSL <small>(refer to thresholds)</small></li> <li>Contact DAS via 'One Front Door' on 0116 454 1004</li> <li>Complete and return MARF</li> </ol> <div style="border: 1px solid blue; padding: 2px; width: fit-content; margin-left: 200px;"> <p style="font-size: 8px; color: white;">Unsure of who to go to /what to do? Check DSL Booklet 2020-21</p> </div> <p><b>Completing the MARF</b></p> <ul style="list-style-type: none"> <li>Online link to the MARF is available via 'Desktop'- Shortcut Links</li> <li>Paper copy also available</li> </ul>
<b>Links to School Policy:</b>	<p><a href="#">Child Protection Policy</a>   <a href="#">Code of Conduct</a>   <a href="#">KCSIE 2020</a>   <a href="#">DfE Working together to Safeguard Children 2018</a></p>
<b>Other / Further information</b>	<ul style="list-style-type: none"> <li>Maintain an <b>appropriate level of confidentiality</b> - only involve those who need to be involved i.e. DSL / HoH / Social care</li> <li><b>Never promise</b> a child confidentiality as this may ultimately not be in the best interests of the child.</li> <li><b>Not all</b> referrals will result in an assessment or service being provided by Social Care</li> <li><b>Consent</b> is usually required from the child/family to make a MARF referral <b>unless</b> there is a risk of significant harm/immediate safeguarding risk</li> </ul> <p>Phone: <a href="tel:07572872488">MBS 07572 872488</a>   <a href="tel:07376222501">MGS: 07376 222501</a> Email: <a href="mailto:help@madani.leicester.sch.uk">help@madani.leicester.sch.uk</a> <span style="color: red;">Child at IMMEDIATE RISK: Contact 999</span></p>



MSF SAFEGUARDING BULLETIN

## Recording Concerns & CPOMS

<b>What is it?:</b>	<p>CPOMS is an online Safeguarding <b>recording system</b>. CPOMS is <b>not a reporting tool</b></p> <p>Other records must be recorded via the appropriate form – Timeline form / Statement Form / Contact Form</p> <p><b>All safeguarding concerns MUST be recorded</b></p>
<b>Context:</b>	<p><b>Recording concerns:</b></p> <ul style="list-style-type: none"> <li>take notes at the time or immediately afterwards</li> <li>electronically via CPOMS (safeguarding) OR using the school statement and timeline forms</li> <li>record the date, time, place, location of harm (if appropriate) and context of disclosure or concern</li> <li>note the student(s) involved and who was present</li> <li>note who is taking the records and who the concern was passed to</li> <li>note any actions taken</li> </ul> <p><b>Further guidance:</b></p> <ul style="list-style-type: none"> <li>Be factual -these must be accurate and not interpretation or assumption.</li> <li>note any non-verbal behaviour and colloquial/ slang words used by students</li> <li>DO NOT convert terms into 'proper' terms.</li> <li>For injuries in specific areas, record the location accurately</li> <li>DO NOT ever take photographs. The CPOMS form if required contains a body map</li> <li>accept what the pupil says</li> <li>Stay calm, the pace should be dictated by the pupil without them being pressed for detail</li> <li>Use open questions such as "is there anything else you want to tell me?" or "yes?" or "and?"</li> <li>Record any specific questions asked (by both the student and the member of staff recording)</li> <li>Record precisely what the child has said (verbatim) / has occurred</li> <li>Acknowledge how hard it was for the pupil to tell you</li> </ul> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin-left: 200px;"> <p style="text-align: center;">User Guide</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">CPOMS</p> </div>
<b>What do I need to do?</b>	<p>Ensure that you have a working username and password to CPOMS</p> <p>Know where to obtain relevant forms</p> <p><b>SAFEGUARDING - REPORT concern to a DSL before / as you RECORD</b></p>
<b>Links to School Policy:</b>	<p><a href="#">Child Protection Policy</a>   <a href="#">Code of Conduct</a>   <a href="#">KCSIE 2020</a>   <a href="#">DSL Booklet</a></p>
<b>Other / Further information</b>	<p>Forms are available from Q: MSF folder   HoH Office   Pastoral Office   Online SharePoint</p> <p>CPOMS link is available via your Desktop Shortcut links   Online SharePoint</p> <p>See your Safeguarding pack for CPOMS User Guide</p>

