



COVID 19 – Addendum to Safeguarding Policy - Version 4 – January 2021

Our vision

In these very difficult and unprecedented times, safeguarding is still at the heart of our policy and practice at Noel-Baker Academy. Noel-Baker Academy fully recognises the contribution it can make to protect children and support all pupils amid the Coronavirus epidemic. The aim of this addendum to our Safeguarding Policy is to safeguard and promote our pupils' welfare, safety and health while they are not in school and are learning remotely. The pupils' welfare is of paramount importance, particularly as academies within the Trust navigate the challenges of remote learning combined with the safeguarding of all pupils.

At Noel-Baker Academy, despite the current challenges we face, it is still our policy to listen to our pupils, take our pupils' health and welfare seriously, and to act with urgency to prevent harm and to keep them safe. Our processes for contacting pupils are outlined in Appendix 5 below.

Safeguarding at Noel-Baker Academy

*'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. **This means that they should consider at all times, what is in the best interests of the child.**'* KCSIE 2019

Keeping Children Safe in Education still forms the basis for our Safeguarding Policy. The statutory guidance still applies even though the vast majority of our pupils are not in the academy full time.

Key Persons Responsible for Safeguarding at Noel-Baker Academy

Safeguarding Team / DSLs –

- **Kate Richardson – Deputy Headteacher and Designated Safeguarding Lead**
- **Rebecca Flude – Operational DSL and Child Protection Officer**
- **Alistair Lumber – Pastoral Lead Y7 – 07458 079 586**
- **Sophie Foulstone – Pastoral Lead Y8 – 07458 080696**
- **Diana Scott – Pastoral Lead Y9 – 07458 080697**
- **Lucy Southern – Pastoral Lead Y10/11 – 07458 080698**
- **Ann Donaghy – Headteacher**
- **Simon Leach – Deputy Headteacher**
- **Sarah Leach – Assistant Headteacher & SENDCO (on Maternity Leave)**
- **Sarah Howard – Assistant Headteacher**
- **Mark Taylor – Assistant Headteacher**
- **Clare Pedlar – Assistant Headteacher**
- **Mathew Tarrant – Business Manager**

All DSLs with mobile numbers are contactable in school working hours and there is always a member of the Senior Leadership Team available on site, in school, during opening hours.

It is important that all staff and volunteers (should they be needed), have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them. Best practice is to have a DSL on site. If this is not possible and in line with Government guidance, a DSL must always be contactable during the school day for either face-to-face discussions or a telephone call. In this current climate, the Government has relaxed the requirement for DSLs to have an up to date training certificate. However, if training and support is needed, it will be accessed through the L.E.A.D. Academy trust safeguarding team.

Some key contacts are:

- **LADO – Local Authority Designated Officer - 01332 642376**
- **Prevent Duty officer: Sally.Siner@derby.gov.uk Tel: 01332 643397 Mobile: 07765222032**
- **Derby City First Contact Team – 01332 641172**
- **L.E.A.D. Academy Trust DSL – Neil Spencelayh (07710391272)**
- **LEAD Academy Trust DSL – Jan Connor (07808528131)**
- **LEAD Academy Trust Safeguarding Compliance officer – Becky Hyder (07935219250)**

The Legal Framework

Academies within L.E.A.D. Academy Trust work within their relevant local authorities. Local Authorities have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area. At Noel-Baker Academy, our local authority is Derby City. The local safeguarding partnership, known as Derby and Derbyshire Safeguarding Children Partnership (DDSCP), is working with our academy to support us to safeguard our pupils during the pandemic. Their revised guidance can be found in appendix 1 of this addendum.

In September 2020, the DfE published the latest 'Keeping Children Safe in Education' (KCSIE) – statutory guidance for schools and colleges. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with. **During the current situation this remains the main statutory guidance for all in the academy community to have due regard to.**

Our Commitment During COVID 19

Noel-Baker Academy and L.E.A.D. Academy Trust's commitment to safeguarding includes:

- ensuring all staff, visitors and volunteers in our academy understand their responsibility to safeguard pupils, particularly in this crisis where revised procedures may be in operation;

- having in place relevant safeguarding arrangements which are designed to take account of all possible safeguarding issues and any unusual or unforeseen concerns which could be raised during the COVID 19 situation;
- ensuring all safeguarding concerns are investigated and acted upon, and an immediate risk assessment is undertaken to keep pupils safe;
- continuing to adhere to safe recruitment practices;
- having appropriate arrangements in place to ensure we continue to work closely with other agencies and share information with other professionals in line with statutory requirements, whilst adhering to government guidance on social distancing and safe working;
- taking account of any revised Derby City LA procedures and practices established by the Safeguarding Partnership, complying with any requests from that body in a timely manner;
- having a culture in our academy of listening to children and taking account of their wishes and feelings by keeping regular, appropriate contact with pupils through our systems of communication;
- providing appropriate support for staff;
- maintaining clear policies for dealing with allegations against people who work with children;
- maintaining clear whistleblowing procedures;
- having a designated teacher to support children who are looked after, those who are post care and pupils who are adopted to ensure we to keep these pupils safe, liaising with the virtual school Headteacher as necessary;
- having in place appropriate safeguarding responses to children who fail to attend when expected, and those who go missing from education;
- fulfilling all statutory responsibilities in respect of safeguarding and promoting the welfare of children.

COVID 19 Specific Safeguarding Roles and Responsibilities of Staff

(please note that this guidance is to be viewed alongside the Academy Safeguarding Policy and procedures and will be reviewed on a regular basis for further updates and changes)

Role	Responsibility
Local Authority	<ul style="list-style-type: none"> • Ensure children of critical workers and vulnerable children can, where required, attend our academy. • Maintain effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need.
Lead Academy Trust DSL and Safeguarding Compliance Officer	<ul style="list-style-type: none"> • Act as a point of contact for all academies within the Trust for any safeguarding related issues, circumstances or concerns. • Make sure that all academies are up to date with the latest guidance from the DfE / government.
Safeguarding Governor	<ul style="list-style-type: none"> • Has an overview of the revised addendum and procedures.
Headteacher	<ul style="list-style-type: none"> • Has overall responsibility for all pupils on roll at the school, ensuring that all staff are aware of their responsibilities.

	<ul style="list-style-type: none"> • Make sure that all staff and the safeguarding governor are aware of, have seen and understood the revised addendum. • Has made sure that all staff are aware of the revised arrangements. • Ensuring that all emergency contact numbers and details are kept up to date. • Ensuring safeguarding induction procedures are still in place for any new member of staff or staff relocating to the academy during this time. • Ensuring that the senior leadership team has a plan for how bereavements may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter). • Being mindful of peer on peer abuse. Given the very different circumstances, a revised process will need to be in place for supporting pupils to report peer on peer abuse. Headteachers will need to ensure they manage any report of such abuse and supporting victims (see Appendix 5). • Ensure that welfare calls and checks are conducted as per Trust guidance (Appendix 2). • Mental health – ensure that staff are aware of the EAP (Education Assistance Programme) which continues to offer support for all staff.
DSL	<ul style="list-style-type: none"> • Fulfil their role as per their DSL job description. • Maintain up to date lists of vulnerable pupils. • Is on site or available by phone or via video link during school hours. • Knows how to contact 'front door' / social care services. • Knows how to contact individual social workers. • Knows who the LA Virtual School Headteacher is and how to contact them. • Maintains safeguarding induction procedures so that any new member of staff or staff relocating to the academy during this time are up to date with the school's safeguarding procedures and practice. • Ensures each vulnerable pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details. For Looked After Children, the name of the relevant Virtual School Head. Kept in a folder and locked away in a secure place. • Knows how to raise any safeguarding issues that may arise during any online learning (Contact headteacher and LEAD IT). • Ensures that SLT has a plan for how to manage bereavements and how they may be handled, including obtaining any support services (see charity websites, for

	<p>example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter).</p> <ul style="list-style-type: none"> • Ensures peer on peer abuse is considered as a priority - given the very different circumstances, a revised process will need to be required for managing any report of such abuse and supporting victims. (See Appendix 5) • Ensure that links to mental health services for pupils are on the school website • Ensure that safe and well calls are made to children who are vulnerable in regards to their mental health • Ensure all relevant risk assessments are in place for all non-attending vulnerable pupils and that these are reviewed each week.
All other teaching staff	<ul style="list-style-type: none"> • Have read and understood the updated addendum to the Safeguarding Policy. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers, and know what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT). • Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.
All other non - teaching staff	<ul style="list-style-type: none"> • Have read and understood the updated addendum. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT). • Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.

Designated Safeguarding Lead (DSL)

The first option in Noel-Baker Academy is always to have a trained DSL or deputy available on site. However, we acknowledge that this may not be possible. Where this is not possible, a DSL will be available and on duty for face to face or telephone discussions. If both those options are unavailable, we will contact Jan Connor or Becky Hyder from Lead Academy Trust for initial advice.

Where a trained DSL or deputy is not on site, a senior leader on site will take responsibility for coordinating safeguarding. This might include updating and managing access to child protection files, 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.

It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a 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.

Vulnerable Pupils

The definition of vulnerable pupils as defined by Government guidance are: 'Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989'

Protecting vulnerable pupils and those with an EHCP is a priority.

Please see '[guidance on vulnerable children and young people](#)' for further information.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Headteacher (VSHs) will continue to work with their vulnerable children in this difficult period and should support these children to work with the academy to access our academy if possible. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family, it is agreed this is not in the best interests of the child. This will be evidenced in a risk assessment completed for all vulnerable pupils and children with EHCPs (a copy to be held in the academy and one with the relevant agency i.e social care or SEND department.) **See Appendix 3 and 4**

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support.

School staff should continue to work with, and support, children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

Attendance

At Noel-Baker Academy we will work with all our vulnerable families to agree whether their child(ren) should be accessing on site education during this period of lockdown. We will follow up on any child that is considered vulnerable if they do not attend during this time. We will also follow up with any parent or carer who has arranged care for their children and who subsequently do not attend.

We will also take the opportunity when we communicate with parents and carers to confirm that the emergency contact numbers we hold are correct, and will ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not attend, or discontinues attending, we will notify their social worker.

During this January 2021 school closure, all pupils are expected to access education whether they are on site within the vulnerable or critical keyworker groups or learning remotely at

home. Noel-Baker Academy will keep a record of pupils' engagement in learning to demonstrate their 'attendance' whether in school or at home (see Attendance Addendum Policy).

Safe and Well stages:

1. Monitor attendance through normal attendance procedures
2. Phone calls to check children are safe and well
 - contact CP and CIN families twice a week;
 - contact vulnerable families once per week.
3. Home visits **(These should only be for CP/CIN and vulnerable children and any children where all other avenues of contact have been unsuccessful, including social care and where there is a real worry about the safety of a child or family)**
 - They should only be conducted with two members of school staff and to a home where it is deemed safe to do so.
 - Staff should travel separately (ensure that car insurance covers business use, with at least one charged school mobile phone, and personal items should be kept to a minimum)
 - Direct contact with parents/carers should be avoided
 - Contact should only be at least two metres distance or view through windows
 - Only members of staff who are willing to go should conduct home visits. No member of staff can be made to go.

If school is delivering lunches and the pupils are seen this can be considered a 'safe and well' check as well.

If it is felt that there is an immediate danger to a child, then the police should be called using 999

The Department for Education has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places. Our academy will also provide attendance information to the Local Authority and to the Trust.

Children Moving Schools

If a pupil moves school during this time, it is important that the academy provides the receiving school with any relevant welfare and child protection information. This is especially important where children are vulnerable. For looked-after children, any change in school will be led and managed by the VSH with responsibility for the child. The receiving school should be aware of the reason the child is vulnerable and any arrangements in place to support them. This advice may change as the DfE and local authorities clarify the position on this.

As a minimum and as relevant to the child, we will ensure that the new school will have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH) is.

This will ideally happen before the child arrives and, where that is not possible, as soon as reasonably practicable. Any exchanges of information will be organised and co-ordinated by a DSL (or deputy), and will also include our special educational needs co-ordinator (SENCO) (Mrs Helen MacLeod for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case, the headteacher or the most senior member of staff will take responsibility.

Safer Recruitment / Training and Induction

At Noel-Baker Academy, all staff will already have had safeguarding training and have read Part 1 of KCSIE 2020. We will make sure that all staff are aware of any new local arrangements so they know what to do if they are worried about a child. This is being addressed in this addendum.

Where we recruit new staff, or new volunteers in this COVID 19 period, the DSL will continue to provide a safeguarding induction. An up to date safeguarding policy will support this process as will Part 1 of KCSIE 2020.

At Noel-Baker Academy, we understand that it is essential that people who are unsuitable are not allowed to work with children or gain access to them. Where we recruit new staff, we will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in Part 3 of KCSIE. 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.

Volunteer adults will not be used in our Academy at this time. However, should a time arise where we are being supported in the Academy by volunteers as a last resort, we will continue to follow the checking and risk assessment process as set out in our main Safeguarding Policy. Under no circumstances will we allow a volunteer who has not been checked to be left unsupervised or to work in regulated activity.

We will continue to follow our legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to, a child or vulnerable adult and will 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 will be made by emailing Misconduct.Teacher@education.gov.uk.

Whilst acknowledging the challenge of the current environment we will continue to keep our single central record (SCR) up to date.

Online Safety

There is a high priority placed on this aspect while the vast majority of our pupils are at home. Some pupils will more than likely be accessing increased 'screen time'. At Noel-Baker Academy we will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the Academy's IT systems, or on recommended resources. Noel-Baker Academy will work closely with LEAD IT to maintain safe IT arrangements. We will ensure that all online and remote learning tools are GDPR and statutorily compliant.

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 concerns will be dealt with as in the safeguarding policy and, where appropriate, referrals will continue to be made to social care and as required the police.

We always consider the safety of the children when they are asked to work online. The starting point for online teaching follows the same principles as set out in our 'Code of Conduct' policy. This policy includes acceptable use of technologies, staff pupil/student relationships, and communication, including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which we are introducing.

An essential part of the online process we will be ensure children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

We will ensure that pupils, parents and staff have access to support and advice in making sure that online and remote learning is done in a safe way which minimises the risks to all.

As we are in regular contact with parents and carers via email, telephone and our information posts on social media, we will use those communications to 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 be asked to access, and be clear who from the school (if anyone) their child is going to be interacting with online.

At Noel-Baker Academy we realise that some parents may choose to supplement our online offer with support from online companies and, in some cases, individual tutors. In our communications with parents and carers we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Noel-Baker Academy will ensure it tracks our pupils' engagement with remote learning and will take steps to ensure pupils comply with expectations regularly. (See Remote Learning Addendum).



This Policy should be read alongside the main safeguarding policy and in conjunction with other relate policies listed in the main policy.

Date of issue: 5th January 2021

Appendix 1 – Local Authority Safeguarding arrangements during COVID 19

Theme	Source	Message	Action needed and contact details
Social Care and Corona Virus	Judith Russ Head of Service Children's Social Care Fieldwork	<p>Clarification about social care</p> <p>With effect from Monday 23rd March social care staff will be following national guidelines regarding social distancing and so will only be undertaking essential safeguarding visits to families. All meetings will be virtual either by conference call or by the allocated worker emailing professionals for an update and recording this as a summary document. If a child subject to a safeguarding plan is in school and has been seen staff will not make a home visit unless there is a further reason to do so.</p> <p>The Initial Response Team and on line referral form is working as usual but S17 (Child in Need) referrals may not proceed to single assessment but will be risk assessed on receipt and families contacted. S47 (Child Protection) referrals will be dealt with as usual however strategy meetings will be replaced by telephone strategy discussions.</p> <p>Where possible office phones are being diverted to workers mobiles as many staff are working from home for all or part of the week.</p> <p>Email correspondence will be dealt with as usual and at present we have all managers either at work or working from home.</p>	For information
Update to local policies and procedures	Amanda Ratcliffe, Policy, Procedure & Regulation Officer, DDSCP	<p>Update to local policies and procedures</p> <p>Please see below notification of updates to important policies and procedures, these are now live on Tri.x and in the documents library, could these be shared please within your agency:</p>	For implementation

Theme	Source	Message	Action needed and contact details
		<p>Making a referral to Childrens Social Care</p> <p>In March 2020, amendments were made to reflect the changes made within the Derby City and Derbyshire Threshold Document; Level of Need and Help, and the revised front door arrangements for Derby City.</p> <p>Further documents have also been amended or produced to support revised front door arrangements for Derby City and these can be found in the documents library</p> <p>Derby City MASH Operating Framework & ISA - amended</p> <p>Derby City Initial Response Team Flowchart - new</p> <p>Derby City Multi-agency Response to DA - amended</p> <p>Child Protection S47 Enquiries</p> <p>In March 2020, Section 9, Paediatric Assessments was updated to note that examinations of children who may have been subject to FGM are arranged through the East Midlands Children and Young People's Sexual Assault Service (EMCYPAS) based at Queens Medical Centre Nottingham.</p> <p>Safeguarding Children at risk of abuse through FGM</p> <p>In March 2020, links were added and amendments were made to Appendix 1 and pathway added to a new Appendix 1a: Clinical Pathway for FGM medicals (Documents Library, Flowcharts) which summarises the clinical pathway for a child or young person requiring a Female Genital Mutilation (FGM) medical examination at the Queen's Medical Centre SARC service in Nottingham</p>	

Theme	Source	Message	Action needed and contact details
Prevent	Sally Siner Prevent Education Officer, Community Safety & Integration Service	<p>Prevent Support</p> <p>I appreciate the fact that you are presently very busy setting up distance learning for your students and adapting to these incredibly trying times. If you come across any issues that concern you around the Prevent duty, please be assured that I will still be available to discuss matters on my mobile number below or via this email address. This might seem unlikely, but the increased independence and use of the internet for learning whilst potentially not being under direct supervision might mean that some young people are vulnerable to being drawn in to inappropriate websites or content.</p> <p>Thinking of you all and wishing you the very best. Let's hope we can get back to normal before too long.</p>	<p>For information</p> <p>Sally.Siner@derby.gov.uk Tel: 01332 643397</p> <p>Mobile: 07765 222 032</p>
Exploitation	Marc Stevens, Manager, Derby and Derbyshire Cares, Catch 22	<p>Derby and Derbyshire CARES (children at risk of exploitation service) Catch 22</p> <p>Information leaflet about the new exploitation service delivered by Catch 22 who have been commissioned to provide services for medium and high level CRE</p> <p> Service flyer - FINAL2.pdf</p> <p>Marc has also compiled a list of places where CYP can access immediate, threshold-free help and support without the need for an intermediary or referral. I thought now might be timely to share this, given that we are potentially facing the prospect of large numbers of children with unstructured and unsupervised time which may have a negative impact on their mental health, online activity etc.</p> <p> Helplines and websites if you need</p>	<p>For information</p> <p>Marc.Stevens@catch-22.org.uk</p>

Appendix 2 – Safe and Well Protocols

Welfare calling and checks on vulnerable pupils during school closure.

The Academy will:

- Notify all social workers of the parents/carers decision in whether to send their child into school (ideally via email or letter) and write to all parents concerned stating that you are happy to support and that their decision does not have to be final. You may change your approach as time goes on if there are warning flags from your contacts that any of the students is in difficulties and at risk. Keeping their social workers informed with your views when you have contacted the pupils is important.
- Complete a risk assessment and send a copy to the relevant worker, family and keep a copy on MyConcern for academy records.
- Set up a running record of concern on MyConcern for your CP and vulnerable pupils so a record of contact with families and relevant agencies can be kept. Upload any risk assessments completed for these pupils. (see attached risk assessment form)
- Contact **CP and CIN families every 3 days and other families we are worried may become vulnerable once per week to check on welfare**. Any student who you think should be in but doesn't turn up should be contacted daily as per normal attendance procedures.
- Home Visits for CP and the most vulnerable will be conducted only if all other means of communication have been exhausted – consider 2 members of staff, travel separately, avoid contact, view through windows.
- Those vulnerable students who do not 'meet' the published criteria of having a social worker, can be invited to attend school at the discretion of the safeguarding team. If it is felt that any of these pupils raises concerns further support of a school pace will be made.
- A list of vulnerable students will be made whom will be contacted on at least a weekly basis.
- There is no need to call CIN/CP students daily when parents have said they won't be sending them in. Of course if there is need to ring it would be sensible to reinforce that provision is available in school for their child.

Appendix 3 – Vulnerable / CP / CIN pupil risk assessment form

Sample risk assessment: Vulnerable / EHCP Pupils – School or home

- This to be completed by the school to document the reasoning why the child is in school or at home and any risks associated with this.
- The completed risk assessments should remain on site.
- Reviews should be undertaken on a regular basis and if any circumstances change. The frequency of the review will depend on the remaining risks but could be weekly, fortnightly or monthly.

Safe and Well checks:

Identify the level of support or safe and well checks required based upon your risk assessment of students.

Record all contact on CPOMS/MyConcern/other safeguarding records.

Possible Safe and Well stages:

4. Monitor attendance through online learning platform
5. Phone calls to check children are safe and well – use of school phones
6. Home Visits for most vulnerable – consider 2 members of staff, travel separately, avoid contact, view through windows

Background:

13. Do vulnerable children have to continue to go to school?

There is an expectation that vulnerable children who have a social worker will attend school, as long as it is safe for them to do so. In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and school should explore the reasons for this, directly with the parent, and help to resolve any concerns or difficulties wherever possible.

Where parents are concerned about the risk of the child contracting the virus, the school or social worker should talk through these anxieties with the parent following the advice set out by Public Health England.

Providers may also want to consider how to encourage children and young people to attend provision. Social workers will remain in contact with vulnerable children and families, including remotely if needed.

20. Do all children and young people with an EHC plan need to continue at school?

Schools, colleges, other training providers and local authorities will need to consider the needs of all children and young people with an EHC plan, alongside the views of their parents, and make a **risk assessment for each child or young person**. They will need to consider a number of different risks to each individual, including:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual's parents or home to ensure their health and care needs can be met safely
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered

Source: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Pupil Name			
D.o.B.			
School			
Completed by			
Parent / Carer and young person's viewpoint of risks of being at home or school (use criteria on page 1)			
Home		School	
Social care viewpoint of risks of pupil being at home or school (use criteria on page 1)			
Home		School	
School viewpoint of risks of pupil being at home or school (use criteria on page 1)			
Home		School	
Final decision and reasoning			
In school <input type="checkbox"/>		At home <input type="checkbox"/>	
Actions already taken by the school to support the child at home (if applicable)			
Further and ongoing actions to be taken by the school			
Action	By Whom	Target Date	Completed
Reviews	Agreed Review frequency:		
Date:	Changes:		
	1 st version		

Appendix 4 – EHCP/SEND pupil risk assessment form

Those with an EHC plan should be **risk-assessed by their school or college** in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carer’s therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home’.

Fundamentally, schools, settings and parents must first consider: Does the child have one parent who isn’t a key worker and who can safely meet the child’s needs at home? These children should remain at home.

If considering sending the child to school, school staff should consider with the child’s parents about the following risks across home and school contexts:

- Risks to the child or young person (CYP), including their physical health and emotional wellbeing.
- Risks to the family, including their physical health and emotional wellbeing.
- Risks to the setting, including the safety of other CYP and adults.

Things to consider:

<p>Benefits of staying at home</p> <p>Minimizes risk to the CYP’s health, especially for those with underlying health conditions.</p> <p>CYP is with familiar people at an unsettling time.</p> <p>School staff and other health and care professionals involved with child will be able to provide support including resources and safe and well checks</p>	<p>Potential risks of staying at home</p> <p>Will the CYP’s care needs be met? What needs to change so that they can be?</p> <p>Strain to family of having to care for child around the clock.</p> <p>Potential risk to siblings and parents, if CYP has behaviours of concern.</p>
<p>Potential risks of being at school</p> <p>Risk of catching virus, given proximity to larger group of adults and other CYP, many of whom are children of frontline key workers.</p> <p>Staffing capacity may mean the setting cannot safely meet CYP’s needs.</p> <p>School routine is significantly different, which is likely to cause confusion/distress for CYP with SEND.</p> <p>Absence of adults who have a relationship with the CYP, potentially increasing distress and reducing effectiveness of care.</p> <p>Setting may have reduced capacity and/or knowledge to positively manage complex SEND including behaviours of concern putting other CYP and adults at risk.</p>	<p>Potential benefits of being at school</p> <p>Continued routine may reduce confusion and distress to child.</p> <p>Staff have training on approaches and strategies that support emotional regulation.</p> <p>Protective for families at risk of family breakdown.</p> <p>Protects child, siblings or other family members from risk involved in staying at home.</p> <p>Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks.</p>

Risk Assessment	Pupil with an EHCP or significant SEND which may make them Vulnerable		
Pupil Name			
D.o.B.			
School			
Completed by			
Risks to the child or young person, including their physical health and emotional wellbeing			
Benefits		Risk	
Risks to the family, including their physical health and emotional wellbeing			
Benefits		Risk	
Risks to the setting, including the safety of other CYP and adults.			
Benefits		Risk	
Final decision and reasoning			
In school <input type="checkbox"/>		At home <input type="checkbox"/>	
Actions already taken by the school to support the child at home (if applicable)			
Further and ongoing actions to be taken by the school			
Action	By Whom	Target Date	Completed
Reviews	Agreed Review frequency:		
Date:	Changes:		
	1 st version		

Appendix 5 – Interim Procedures for Pupils and Parents/Carers to Contact the Academy and Report Peer-on-Peer or Other Forms of Abuse

In order to ensure that parents and pupils have the ability to contact the academy the following measures have been undertaken:

- All pastoral leads have been issued with a school mobile phone. These are switched on throughout school opening hours.
- All parents have also received these numbers, along with key email addresses which are being checked throughout any closure period
- The school lines are still being manned from 8am till 4pm throughout any closure period.