

COVID 19 – Addendum to Safeguarding Policy

Version 1 - 30th March 2020

Our vision

In these very difficult and unprecedented times, safeguarding is still at the heart of our policy and practice at Bishop Alexander LEAD Academy. Bishop Alexander LEAD 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 Bishop Alexander LEAD 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 Bishop Alexander LEAD 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 Bishop Alexander LEAD'sis 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 Bishop Alexander LEAD Academy

Safeguarding Lead during this period of school closure – Emma Walker

For any urgent safeguarding advice/queries – ewalker@bishopalexanderacademy.co.uk

Some key contacts are:

LADO – Eve Callaghan – 0115 8041272

SPCC whistleblowing helpline number: 0808 0800 5000

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 Bishop Alexander LEAD Academy, our local authority is Nottinghamshire. The local safeguarding partnership, known as Nottinghamshire Children’s Safeguarding Board, 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 2019, 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

Bishop Alexander LEAD 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 Bishop Alexander LEAD 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 Bishop Alexander LEADsis 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. • 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.

	<ul style="list-style-type: none"> • 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 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 example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter).

	<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 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 Bishop Alexander LEAD 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 Bishop Alexander LEAD Academy we will work with all our vulnerable families to agree whether their child(ren) should be accessing school child care . 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.

Safe and Well stages:

1. Monitor attendance through normal attendance procedures
2. Phone calls to check children are safe and well at the already agreed time schedules for your school (use school phone):
 - contact CP families every 3 days;
 - contact CIN and 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. Out 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) 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 Bishop Alexander LEAD Academy, all staff will already have had safeguarding training and have read Part 1 of KCSIE 2019. 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 2019.

At Bishop Alexander LEAD 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 Bishop Alexander LEAD ring 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 Bishop Alexander LEAD 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. Bishop Alexander LEAD 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 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, Marvellous Me and Twitter, 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 Bishop Alexander LEAD 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.

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

Appendix 1 – Local Authority Safeguarding arrangements during COVID 19



Date of issue: 30th March 2020

COVID-19: Safeguarding in schools update

Introduction

The government has made the decision to close schools for the provision of education, and further to direct people not to leave their home except for limited reasons. This is a key aspect of the government's social distancing policy aimed at reducing the spread of COVID-19. Schools and settings have been asked to make childcare provision for a limited number of children and young people, identified as being either the children of keyworkers, thereby enabling these keyworkers to continue with their vital work, or children with significant additional needs whereby the risks associated with them not accessing provision during the day outweigh the risks associated with them mixing with others outside of the home. For some children and young people, receiving provision during the day is a protective factor from harm.

The changes to the operation of schools brought about by the government's response to COVID-19 has created the need for all schools and settings to review their Child Protection policy and practices in the light of these changes. The government's most recent guidance on safeguarding in schools can be found at:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

This updated Local Authority guidance has been prepared by myself as Safeguarding Children in Education Officer, alongside colleagues in Children's Social Care, and in the wider Nottinghamshire Safeguarding Children Partnership. It is not a comprehensive summary of the government's updated guidance, which should be read in full, nor is it a replacement for previously issued national or local guidance on safeguarding in schools. Notwithstanding this additional guidance, the requirements on all schools and partners as laid out in Keeping Children Safe in Education (KCSiE) remain in force. This guidance will help you to write a tailored addendum to your own Child Protection Policy for 2019-20.

The way schools and colleges are currently operating in response to COVID-19 is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- With regard to safeguarding, the best interests of children must always continue to come first
- If anyone in a school or college has a safeguarding concern about any child they should continue to act, and act immediately
- A DSL or deputy should be available
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.
- Children should continue to be protected when they are online.

Revised schooling arrangements

Educational settings (not including childcare) are being required to complete a short form to notify the Department for Education about their status regarding coronavirus (COVID-19). This form asks those running institutions to confirm whether their setting is open and, if so, provide information about numbers of pupils and staff attending. The completed form is submitted by noon of each weekday, thereby allowing for a record of attendance to be maintained.

The DfE is asking local authorities to maintain an overview of the provision being made available and accessed within its jurisdiction, and to coordinate access to this provision where a school or setting is not able to staff provision for the number of children and young people who are required to access it. The local authority's safeguarding responsibilities have not been

altered by these changes, in fact, the changes require that the local authority and the wider Nottinghamshire Safeguarding Children Partnership is more vigilant to the potential for children to come to harm as a result of the response to the COVID-19 pandemic.

Reviewing children and young people who are at risk of harm

The government's latest guidance on identifying those children and young people identified as vulnerable can be found at:

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

Review your school's Vulnerable Children's list to identify:

- i. Children subject to a Child Protection Plan,
- ii. Children subject to a Child in Need Plan,
- iii. Children for whom an extended period of time at home will present an additional risk to the child,
- iv. Children who are Young Carers

In each child's case:

1. Clarify where the children deemed to be vulnerable will be living during the period of the school's partial closure and discuss with parents the need to respond to calls.
2. Review **with** the child's parent/carer, social worker, and other professionals actively involved with the child:
 - a) the balance of risk and protective factors of the child remaining at home, with those of them accessing childcare on the school site, and
 - b) based on the level of need/concern, determine a plan for 'checking in', and this checking in should include at least a phone call, and preferably a video call. The frequency of this checking in will vary from 1-3 days, but contact will be no longer than every 3 days.
3. Make and maintain a record of this decision and of any ongoing contact on the school's usual recording system, and ensure that contact details of parents and carers, social worker and any multi-agency professional working with the child are up-to-date and recorded on the school's recording system
4. The checking-in conversation will ascertain:
 - a) By speaking to the parent/carer that the child is happy and well, to ascertain if the parent has any concerns or worries, and to clarify who if any in the household is showing symptoms of COVID-19, and
 - b) By speaking to the child, that they appear to be well and that they say that they are well. Ask specifically if they are eating and sleeping and maintaining social distance, and if they have any concerns or worries.
5. Where a Head Teacher/Senior DSL is concerned about a child's safety and wellbeing, and where the child is not accessing provision in school, consideration should be given to extending an invitation to the child to access provision at school.
6. Where concerns for the safety of a child at home escalate, a referral should be made to Children's Social Care or if at immediate risk to the Police. Similarly, if you are not able to make contact with the child and their parent/carer, try again, review the risk assessment and if appropriate call Children's Social Care and the Police.

Safeguarding implications for a school making childcare provision on its site

The school or setting making provision should apply the setting's usual safeguarding protocols, or where these have to be varied, the revised protocol should be published on the school's website. All staff and volunteers need to be made aware of any amendments to the safeguarding policy, and these amendments need to be made publicly available.

As and when 'hubs' are established to make childcare provision for children and young people from a number of schools, the host school must clarify who is the Senior DSL to whom any and all safeguarding concerns should be reported. This Senior DSL for the setting, or their deputy, will be available for consultation to any of the members of staff delivering the provision, including staff who may be accompanying a child from a different school or setting. This consultation need not be face-to-face, but it does need to be readily available.

Schools and settings acting as 'hubs' will need to be able to demonstrate that those with Senior DSL and DSL responsibilities have accessed an appropriate level of safeguarding training in accordance with KCSiE (2019), and our own Nottinghamshire Safeguarding Children's Partnership procedures.

In making provision for children and young people on your school site, where possible make arrangements to keep primary and secondary pupils apart.

Where children are accessing provision on a school site other than the school where they are a registered pupil, their current Head Teacher/Senior Designated Safeguarding Lead (Senior DSL) need to ensure that any necessary safeguarding information is shared with the Senior DSL for the provision which the child is accessing, in order to ensure they are fully conversant with the child's safeguarding needs, potential risks and any child protection or CiN plans in place. This is particularly important if the child is not accompanied by a member of their own school's staff.

Other general safeguarding advice

The Senior DSL must ensure that remote access (working from home) to the school's safeguarding recording system is possible and that a laptop/iPad is available for each member of the DSL team.

Discuss with neighbouring schools about DSL cover in the case of sickness.

Remind Teachers to only use approved contacts methods – no social media groups etc

Where a school receives Operation Encompass/Domestic Violence notification emails the in-box should be checked on a daily basis and appropriate actions taken.

The DSL team must meet weekly, via Skype Business, to discuss the status of each child they are working with, and where necessary seek advice.

We advise in accordance with statutory guidance that you always act in the 'best interest of the child'

Key documents and links

Since the publishing of the government's updated advice on safeguarding in schools, a number of organisations including schools have created policy templates and other resource tools to support them in their work. The best of these will be uploaded onto the two main sites used by Nottinghamshire's schools to access recommended safeguarding materials, namely:

- The safeguarding section of Schools' Portal
- The NSCP website, in section *resources/schools*

Cheryl Stollery
Safeguarding Children in Education Officer
Cheryl.stollery@nottscc.gov.uk

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 families every 3 days and CIN families 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 – 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 two 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 Bishop Alexander LEADsis 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 Bishop Alexander LEADsed 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

Bishop Alexander LEAD backckground:

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 Bishop Alexander LEADsis 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</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>

including behaviours of concern putting other CYP and adults at risk.			
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

School Office 01636 680040	School remains open between 8.30 am – 3.15 pm for vulnerable children/Children of Key Worker
School Safeguarding Officer	ewalker@bishopalexanderacademy.co.uk
Early Years learning support (Acorns, Larch 1, Larch 2)	Help1@bishopalexanderacademy.co.uk
Key Stage 1 learning support (Maple, Ash, Willow)	Help2@bishopalexanderacademy.co.uk
Lower Key Stage 2 learning support (Elm, Sycamore, Fir)	Help3@bishopalexanderacademy.co.uk
Upper Key Stage 2 learning support (Horse Chestnut, Pine, Oak)	Help4@bishopalexanderacademy.co.uk
School Admissions/Administration	sallyh28@bishopalexanderacademy.co.uk