# COVID-19 school closure arrangements as addendum to the Safeguarding and Child Protection at Hollingworth Academy.

**School Name: Hollingworth Academy**
**Policy owner:** Jane Brown
**Date: 23.04.20**
**Date shared with staff: 27.04.20**

**Context**

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

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

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from the 3 local safeguarding partners and Rochdale Borough Safeguarding Children Partnership.

It sets out changes to our normal safeguarding and child protection policy, in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers, published on March 27th 2020. The guidance is intended to supplement KCSIE 2019, which is still the statutory guidance for all schools.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

> Have a social worker, including children:

- With a child protection plan

- Assessed as being in need

- Looked after by the local authority

> Have an education, health and care (EHC) plan

This guidance is relevant to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units.

Where the guidance refers to 'colleges' this includes all of the following:

- further education colleges

- sixth-form colleges

- institutions designated as being in the further education sector

- other further education providers, funded by the Education and Skills Funding Agency, such as 16 to 19 academies and independent learning providers, including special post-16 institutions.

This addendum of the Hollingworth Academy Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

**Keeping children safe in schools and colleges**

KCSIE is statutory safeguarding guidance that schools and colleges should continue to have regard to as per their legislative duty.

It remains essential that as far as possible schools and colleges continue to be safe places for children. This interim guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) so they can continue to have appropriate regard to KCSIE and keep their children safe.

Schools and colleges must consider safeguarding policy and process differently when compared to business as usual.

The way schools and colleges are currently operating in response to coronavirus (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

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy.

**Child protection policy**

A review of the school safeguarding and child protection policy now reflects COVID-19 related changes. All schools must be aware of;

- any updated advice received from the local 3 safeguarding partners and RBSCP
- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- what staff and volunteers should do if they have any concerns about a child
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns

- DSL (and deputy) arrangements
- the continued importance for school and college staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
- peer on peer abuse - given the very different circumstances schools and colleges are operating in a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)
- any arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition
- what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed
- It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

Hollingworth Academy 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 (VSH) for looked-after and previously looked-after children. The lead person for this will be: Mrs Jane Brown.

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 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 school name will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Hollingworth Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. Hollingworth Academy will encourage our vulnerable children and young people to attend a school, including remotely if needed

**Role of the local authority**

Schools and the local authority are working closely together to ensure that children of critical workers and vulnerable children can, where required, attend a school or college. The local authority continue to retain crucial responsibilities in maintaining effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need.

**Safeguarding and clustering in Rochdale schools**

Where schools and colleges collaborate and children and/or staff from multiple settings are clustered in one place, the principles in [Keeping children safe in education (KCSIE)](#) and the interim guidance continues to apply. In particular, the school or college that is acting as the 'host' within the cluster should continue to;

> ➢ Provide an environment that keeps children safe
> ➢ Ensure all staff and volunteers have been appropriately checked
> ➢ Ensure that risk assessments are carried out as required
> ➢ Liaise with the Fair Access team for additional advice on clustering arrangements and safeguarding via the fair access inbox, [fairaccess@rochdale.gov.uk](mailto:fairaccess@rochdale.gov.uk)
> Lead - Janet Lloyd 01706 925066, the team supporting will be Philip Rodda on 01706 927715, Rachel Blackburn on 01706 925208, Natalie Andrew on 01706 925293. Safeguarding support can be accessed via Claire Heap, Education Safeguarding Officer on 01706 925179 or claire.heap@rochdale.gov.uk

Within Rochdale, we are taking a staged approach to clustering.

**Stage 1 cluster arrangements – where schools are sharing a site but not merging children and staff**

Within this form of clustering, schools will retain individual, separate identities, even if they are operating from a different physical location – the 'host school'. In the event that a school enters into this form of clustering arrangement, it is imperative that as far as possible, the school which has the child and young person on roll 'the home school', retains the responsibility for the following and has leadership arrangements in place to include appropriate arrangements to meet the requirements of the Designated Safeguarding Lead;

- The provision the child/young person will access
- The arrangements for safeguarding whilst on site at a different school
- Maintaining contact and communication with parents and carers
- Monitoring the attendance of children and young people
- Providing multi-agency reports
- Participation in multi-agency safeguarding conferences

If circumstances prevent the 'home school' from maintaining the responsibility for the above then the LA Education Safeguarding Officer, Claire Heap and Head of Schools, Gillian Barratt should be informed of this to support the delivery of this responsibility from the 'host school.'

**Stage 2 cluster arrangements – where schools are sharing a site and merging children and staff**

There may eventually be circumstances that require schools to move to clustering arrangements in which children and staff attending the 'host school' combine.

**Children moving schools and colleges through clustering arrangements**

School or college whose children are attending another setting under a Stage 2 clustering arrangement should do whatever they reasonably can to provide the receiving institution with relevant welfare and child protection information about vulnerable pupils.

- ➢ The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them.
- ➢ As a minimum, the receiving institution should, as appropriate, 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 should happen before a child arrives and, where that is not possible as soon as reasonably practicable.
- ➢ Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans.
- ➢ However, it is acknowledged this may not always be possible. Where this is the case, senior leaders should take responsibility.

For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. In Rochdale this is Christopher Tyler and the Cared for Children team, please contact; [christopher.tyler@rochdale.gov.uk](mailto:christopher.tyler@rochdale.gov.uk)

The existing workforce may move between schools and colleges on a temporary basis in response to COVID-19. The receiving school or college should judge, on a case-by-case basis, the level of safeguarding induction required.

In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is

- ➢ A copy of the receiving setting's child protection policy
- ➢ Confirmation of local processes for contacting LADO and EHASH
- ➢ Confirmation of DSL arrangements
- ➢ Risk assessment of the classroom/areas being used in the new setting
- ➢ Map of the school with fire plan arrangements
- ➢ Agreed drop off and collection arrangements for children and parents

Schools can use Appendix B Checklist to support them in making arrangements.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR, they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE.

**Designated safeguarding leads (DSLs)**

The optimal scenario for any school or college providing care for children is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case schools must consider 2 options:

- a trained DSL or deputy from the school or college can be available to be contacted via phone or online video - for example working from home
- sharing trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video)

Where a trained DSL or deputy is not on site, in addition to one of the above options, it is recommended that a senior leader takes responsibility for co-ordinating safeguarding on site. This may include;

- ➢ updating and managing access to child protection files
- ➢ Liaising with the offsite DSL (or deputy)
- ➢ 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.

It is important that all Hollingworth Academy staff and volunteers are aware of how to access a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

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

**Reporting a concern**

All staff and volunteers must continue to act on any concerns they have about a child immediately and without delay. It is still vitally important to do this.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via contacting the DSL by phone which can be done remotely.

If a member of staff cannot access their school's recording mechanism, they should email the concern to the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

Where staff are concerned about an adult working with children in the school, they should immediately report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Mr Andrew Moon.

At Hollingworth Academy please see updated information for key safeguarding leads. Please contact the relevant people if you have any safeguarding concerns.

| Key Staff | |
|---|---|
| Designated Safeguarding Lead | Mrs Jane Brown – 07850 752 779 |
| Looked After Children Lead | Mrs Jane Brown – 07850 752 779 |
| Deputy Designated Safeguarding Lead(s) | Mr Martin Morrell – 07740 109 647 |
| Lead Governor for Safeguarding and Child Protection | Mr Andre Moon |
| Prevent Lead | Mrs Jane Brown – 07850 752 779 |
| Governor responsible for Safeguarding | Mrs Nicola Brown |

**Vulnerable children**

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, as outlined in the guidance on vulnerable children and young people.

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.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority 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, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

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

**Contact with vulnerable students**

Hollingworth Academy 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 (VSH) for looked-after and previously looked-after children.

We will maintain contact with students as per the guidance at Appendix C.

**Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If Hollingworth Academy has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) school will submit the daily attendance sheet to the DfE by 12 noon - https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings

**Schools are asked to return their DFE spreadsheets with column K completed to sandra.bowness@rochdale.gov.uk on a daily basis.**

Hollingworth Academy and social workers will agree with parents/carers whether children in need should be attending school – Hollingworth Academy will then follow up on any pupil that they were expecting to attend, who does not. Hollingworth Academy will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

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

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Hollingworth Academy will notify their social worker.

Where schools are operating in clustering arrangements, each school will continue to register its own pupils.

Supporting schools with the critical worker list and supporting critical workers with school places is Katie.Digiorgi@Rochdale.Gov.UK and Jo.Manfred@Rochdale.Gov.UK

**Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Hollingworth Academy 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 (2019) (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.

Where Hollingworth Academy are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no

circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Hollingworth Academy 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.

Hollingworth Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE and the TRA's 'Teacher misconduct advice for making a referral.   During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

**Single central record**

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Hollingworth Academy will continue to keep the single central record (SCR) up to date and will record on a separate tab a daily register of the names of staff that are working at school from other settings and which settings they are employed by.

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

- the individual has been subject to an enhanced DBS and children's barred list check

- whether there are any known concerns about the individual's suitability to work with children

- whether there are any ongoing disciplinary investigation relating to that individual

- the member of staff has received appropriate safeguarding training

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

**Safeguarding Training and induction**

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.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Hollingworth Academy, they will continue to be provided with a safeguarding induction.

**Mental health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home. The department is providing separate guidance on providing education remotely.

Where they are providing for children of critical workers and vulnerable children on site, schools and colleges should ensure appropriate support is in place for them and that this is recorded on the school safeguarding system.

Guidance on [mental health and behaviour in schools](#).

**Online safety in schools and colleges**

Hollingworth Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system and the DSL will have responsibility for monitoring any concerning usage and addressing this with individuals.

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 Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Guidance for safe Working Practice/ code of conduct.

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

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

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.

- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

**Supporting children not in school**

Hollingworth Academy is committed to ensuring the safety and wellbeing of all its children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan must be recorded on the schools safeguarding system, as should a record of contact have made.

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

Hollingworth Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. Schools are encouraged to contact the EHASH to share any concerns they may have in relation to children, even where these concerns would not have meant threshold would be met for social care involvement previously.

Hollingworth Academy recognises that school is a protective factor for children and young people and will share safeguarding messages on its website and social media pages.

**Peer on Peer Abuse**

Hollingworth Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims**.**

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

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

Concerns and actions must be recorded on the school safeguarding system and appropriate referrals made.

**Useful links**

UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves

UK Safer Internet Centre's professional online safety helpline
guidance from the UK Safer Internet Centre on safe remote learning
 London Grid for Learning on the use of videos and livestreaming

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

   Support for parents and carers to keep their children safe online includes:
- Internet matters - for support for parents and carers to keep their children safe online
- London Grid for Learning - for support for parents and carers to keep their children safe online
- Net-aware - for support for parents and careers from the NSPCC
- Parent info - for support for parents and carers to keep their children safe online
- Thinkuknow - for advice from the National Crime Agency to stay safe online
- UK Safer Internet Centre - advice for parents and carer

**Appendix A**

Safeguarding actions check list

| | Date actioned | Staff name |
|---|---|---|
| Governors are aware of the Government's interim safeguarding guidance | | |
| There is a safeguarding leadership continuity plan in place | | |
| Cluster host school understand their responsibility for safeguarding all children and staff on site | | |
| DSL is available, in-person, by phone or video link | | |
| Coronavirus Outbreak addendum included in school child protection policy to include the specific issues for these circumstances , see most recent GOV.UK information safeguarding.info/covid19safeguarding | | |
| Staff know the new arrangements for DSLs and reporting concerns | | |
| Staff know who First Aiders are , where First Aid is located and what the reporting procedures are | | |
| Staff know the children who have medical needs and where medication is stored | | |
| Staff understand arrangements  for contacting the LADO | | |
| Staff understand arrangements  for contacting the EHASH team | | |
| Safeguarding  staff know which children have social workers and how to contact them | | |
| Safeguarding staff now which children are LAC and who the Virtual  School Head is and how to contact them | | |
| Safeguarding  staff know which children should be in school and follow up where they do not attend | | |
| Attendance procedures are robust and staff understand how to register children each day and who to share these with | | |
| Complete DFE return with column K completed for the vulnerable children and return to Sandra.bowness@rochdale.sch.uk | | |
| Emergency numbers and alternatives are kept up to date | | |
| Safeguarding induction processes for new staff, staff relocated to the school, and volunteers are all in place | | |
| New staff, staff relocated to the host cluster school, and volunteers understand the staff code of conduct | | |
| All volunteers have been individually risk-assessed | | |
| Every vulnerable child has an easily transferable record , a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head | | |
| There is a record of which staff are onsite daily | | |

| | | |
|---|---|---|
| The SCR is up to date with any relocated staff or volunteers and the checks that have been made | | |
| Safer recruitment processes are clear and adhered to, E.g. be aware of anyone unknown to the school offering themselves as a volunteer | | |
| Senior staff in charge have had induction in ; Alarm settings and operation Gas, electric and water supply and cut off arrangements | | |
| Staff 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 | | |
| Contingency plan if there are no IT staff available | | |
| School has an online teaching and learning policy which considers safeguarding risks | | |
| Safeguarding statement on line which outlines how parents pupils and staff raise any safeguarding issues which may arise during on line learning | | |

Appendix B

Safeguarding actions check list for Clustering schools

| | Date actioned | Staff name |
|---|---|---|
| Governors are aware of the clustering schools arrangement | | |
| There is a safeguarding leadership continuity plan in place | | |
| Cluster host school understand their responsibility for safeguarding all children and staff on site | | |
| DSL is available, in-person, by phone or video link for the host school | | |
| DSL is available, in-person, by phone or video link for the clustering school(s) | | |
| Coronavirus Outbreak addendum included in school child protection policy to include the specific issues for these circumstances , see most recent GOV.UK information safeguarding.info/covid19safeguarding | | |
| There is a record of which staff from other schools are on site | | |
| The SCR is up to date with any relocated staff or volunteers and the checks that have been made | | |
| Staff know the new arrangements for DSLs and reporting concerns on site | | |
| Staff know the new arrangements for reporting concerns and the actions taken to the individual schools DSLs | | |
| Staff know who First Aiders are , where First Aid is located and what the reporting procedures are | | |

| | | |
|---|---|---|
| Staff know the children who have medical needs and where medication is stored | | |
| Staff understand arrangements for contacting the LADO | | |
| Staff understand arrangements for contacting the EHASH team | | |
| Safeguarding staff know which children have social workers and how to contact them | | |
| Safeguarding staff know which children are LAC and who the Virtual School Head is and how to contact them | | |
| In cluster schools, safeguarding staff know which children should be in school and follow up where they do not attend | | |
| Attendance procedures are robust and staff understand how to register children each day and who to share these with | | |
| Cluster schools complete DFE return with column K completed for the vulnerable children and return to Sandra.bowness@rochdale.sch.uk | | |
| Emergency numbers and alternatives are kept up to date and are accessible for all children on the cluster school site | | |
| Safeguarding induction processes for staff relocated to the school, and volunteers are all in place | | |
| Staff relocated to the host cluster school, and volunteers understand the staff code of conduct | | |
| Every vulnerable child has an easily transferable record , a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head | | |
| Risk assessment in place for the classroom/area used by the clustering schools | | |
| Map of the school and Fire Plan shared with clustering schools | | |
| Clustering schools know who is the site manager and where they are based ( phone number) | | |
| Senior staff in charge have had induction in ; Alarm settings and operation Gas, electric and water supply and cut off arrangements | | |
| Agreed drop off and collection arrangements for children and parents shared with clustering schools | | |

Appendix C

**Safeguarding contact with students during school closure**

This is a guide to help you consider the best way to support children and families. An assessment of your staff resources and the needs of your families will be required to consider the feasibility of the plan. There is also the understanding that this procedure may need to be reassessed regularly due to the rapidly changing situation.

**Aim**
- Ensure all pupils have contact from staff, according to need
- Where possible, learning can continue at home through work provide
- All vulnerable families have additional contact and support with any concerns reported and recorded, in co-ordination with children's social care.

In the first instance, school needs to assess which children would fall into the different tiers:

**Current cases where there is CSC involvement: Tier 1**

*These are the children that meet the DfE definition of 'children with a social worker' and thus may attend school.*

- If possible, speak to the child about the closure period to gain their wishes and feelings regarding support needed.
- On the days that these children are attending school, no further action is required
- On the days that they are absent, usual absence procedures for these children should be followed – ie phone call home to ascertain their whereabouts and welfare.
- Where the absence is repeated (for example because the parents/carers have chosen not to take up the offer of the child attending school  - as is their right, and in accordance with the principle that if it is possible for a child to be at home, then they should be) or if there wherabouts cannot be ascertained, consultation should be undertaken with children's social care (CSC) to assess and agree;
    - Who will see the child/ren and how often.
    - Regularity of telephone contact and by whom –  school or CSC. (CSC are making arrangements for case workers to be the single point of contact for vulnerable families)
- If school is unable to make contact with family or has any concerns arising from contact, CSC must be informed.
- School safeguarding team to continue to liaise with all necessary professionals via email/phone. If any information is received by school, eg domestic violence notification, this must be shared with the social worker.
- School to attend any virtual Child Protection conferences, review meetings etc unless advised otherwise
- Staff to use school safeguarding system eg CPOMS to record and report

**Vulnerable families – this may include those on EHA or other families where school is aware of other vulnerabilities: Tier 2**

*These are the children that do not meet the DfE definition of 'children with a social worker' and thus are not expected to be in school. In many cases, however, schools are encouraging other children identified as particularly vulnerable to attend.*

- If possible, speak to the child about the closure period to gain their wishes and feelings regarding support needed.
- For those children who are attending, no further action is required on the days that they are present
- For those who have not been invited to attend, or who choose not to, agree and record a clear plan with any involved partner agencies for:
    - Regularity of contact and by whom– suggest school to contact twice a week but this will be dependent upon needs of the child and capacity within school
- If school is unable to make contact with family or has any concerns arising from contact or other information received, eg domestic violence notification, EHASH should be consulted via telephone for advice.
- School safeguarding team to continue to liaise with all necessary professionals via email/phone.
- School to attend any planned meetings unless advised otherwise.
- Staff to use school safeguarding system eg CPOMS to record and report

**Remaining pupils on roll: Tier 3**

*These are the children that do not meet the DfE definition of 'children with a social worker' and thus are not expected to be in school unless they are children of 'critical workers'.*

- Reiterate the same messages you would give to children about their safety during a school holiday, i.e places of safety, trusted adults and helpline numbers. These messages and contact numbers should be on your website for children to locate should they require them.
- If possible, ask children to speak to a member of staff if they are concerned for their safety or wellbeing in any way during this period.
- Ensure that the school website, twitter feed etc promotes services such as Childline, Kooth or any others that may be valuable to children out of contact with school.
- Any children who disclose information that identifies them as vulnerable should be moved into tier 2 category.
- For those children who are **not** attending, school should periodically review whether there are any from whom there has been no contact at all for a matter of weeks (no

emails, log-ins to online systems, etc) and undertake welfare checks as appropriate. If school is unable to make contact with family in these cases, or has concerns arising from contact, EHASH is to be consulted for advice.

- For those children who **are** attending (children of critical workers), any absences should be chased up as in normal school time, unless parents have indicated that they will not be sending children in for the day concerned.
- If school is unable to make contact with family or has concerns arising from contact, or other information received, eg domestic violence notification, EHASH is to be consulted for advice.
- Staff to use school safeguarding system eg CPOMS to record and report any concerns.

**Named contacts**
- Pupils identified in tier 1and 2 should be allocated a designated member of the safeguarding team, according to the agreed individual plan
- Other pupils should be allocated to a teaching member of staff for them to retain contact with during the closure period. (Reminder to staff regarding Safer Working Practice advice)
- No personal information for pupils to be taken from the premises (paper copies etc)
- Any cause for concern must be recorded and reported through the school safeguarding system unless there is an immediate danger/safety risk in which case staff must contact the named DSL and EHASH/ emergency services as appropriate.