



**SAFEGUARDING & CHILD PROTECTION POLICY
ADDENDUM:**

(Revised January 11th 2021)

Addendum for Covid-19 (in line with DfE guidelines)

**(This Addendum does not replace the current Safeguarding and Child Protection
Policy 2020-21)**



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Our Lady of Lourdes Catholic Multi Academy Trust Mission Statement

We are a partnership of Catholic schools and our aim is to provide the very best Catholic education for all in our community and so improve life chances through spiritual, academic and social development.

We will achieve this by:

Placing the life and teachings of Jesus Christ at the centre of all that we do.

Following the example of Our Lady of Lourdes by nurturing everyone so that we can all make the most of our God given talents.

Working together so that we can all achieve our full potential, deepen our faith and know that God loves us.

Being an example of healing, compassion and support for the most vulnerable in our society.

Joshua 1:9-10 "Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go."

Date Issued	January 11 th 2021
Governors' Committee Responsible:	OLoL Trust Standards Committee/Executive Board
Safeguarding Governor Lead:	Sue Dryden
Nominated Lead Member of Staff:	Moira Dales
Status & Review Cycle:	Statutory Annual
Next Review Date:	When new guidance is issued by DfE.
Author	Moira Dales



Key Personnel

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Our Lady of Lourdes Trust Safeguarding Board Lead is: Sue Dryden

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Safeguarding Contacts for LADOs:

Nottinghamshire: *Eva Callaghan 0115 8041272*

Nottingham City: 0115 8765501 Tina.wright@nottinghamcity.gov.uk

Derby and Derbyshire: *01629 533190*

This addendum is owned by Our Lady of Lourdes Catholic Multi Academy Trust (OLoL CMAT). All schools within OLoL CMAT have adopted the Addendum and it can be found on individual websites. OLoL CMAT schools are listed in Annex E.



1. Context

A second National Lockdown was announced on Monday 4th January 2021 and the following document applies to the Safeguarding of all pupils from that date until the full return of pupils to schools.

To support public health efforts during the return to school in January, OLoL CMAT schools will invoke a phased return to face-to-face provision at the start of term.

From the beginning of the Lent term 2021 OLoL CMAT 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.

Good Shepherd Primary Catholic Academy is in Tier 4.

2. 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 and/or funding agreement requirements.

Whilst acknowledging the pressure that schools and colleges are under, it remains essential that as far as possible they continue to be safe places for children. This 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. It suggests where schools and colleges might 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; schools may need to share DSLs for example where they come together to form a working hub or if majority or all DSLs in one school become unwell.
- 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.



This addendum of Our Lady of Lourdes Catholic Multi Academy Trust (OLoL CMAT) Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

3. 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:

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

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.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability. 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.



OLoL CMAT 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: Hellen Leonard.

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 OLoL CMAT will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, OLoL CMAT or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. OLoL CMAT will encourage our vulnerable children and young people to attend a school, including remotely if needed. If the young person is not attending Senior Leaders including the DSL will be in regular contact with the family of the young person and where necessary will make home visits.

OLoL CMAT will identify any vulnerable students on the basis of risk;

- **Red** - most risk of harm or neglect and fewest protective factors (would include those with a child protection plan)
- **Amber** - a moderate risk of harm, but with some protective factors (would include those identified as 'Child in Need'; and those with a social worker)
- **Blue** - some concerns escalating or unmet needs; or have been red or amber and need monitoring.
- **Green** – all pupils

The following documents must be used to support Risk Assessments for EHCP/LAC/any pupils with a Social Worker (Nottingham City and Derbyshire County schools – also recommended for all Nottinghamshire County School's).

See Annex A: Guidance on Vulnerable Children and Young People - Collaborative risk assessment for School and Parents (*Nottingham City Council document*)

See Annex B: Sample Risk Assessment (*Nottingham City Council document*) or

See Annex B: Sample Risk Assessment (*Derbyshire County Council*)

4. Attendance monitoring:

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

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



Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

When vulnerable pupils do not attend OLoL CMAT will do the following checks:

- OLoL DSL school teams will discuss 'red' and 'amber' pupils weekly.
- OLoL DSL school teams will discuss 'blue' children fortnightly.
- All staff are responsible for Safeguarding all pupils whatever category they are in.
- All pupils should be in regular contact with the school through online lessons/remote learning. OLoL Schools will contact parents when pupils are not regularly accessing online lessons/responding to work posted on an online platform.
- **Any concerns must be recorded immediately on CPOMS and followed up with the DSL.**

OLoL CMAT is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust 'communication plan' is in place for that child or young person.

Details of this plan must be recorded on CPOMS/My Concern, as should a record of any issues relating to the child.

The communication plans can include;

- remote cont,
- phone contact - for those at most significant risk, DSLs should seek to phone home (where appropriate) on a regular basis during school closures and where concerns remain high, DSLs could consider (paired) home visits – in discussion with Social Care and with due regard to risk.
- door-step visits - prior to any home visits being made, contact should be made with social care initially – ideally a named social worker where possible – OLoL CMAT will share any concerns, especially if there is specific information about significant risks these pupils may face.
- See **Annex C** for sample Safe and Well Check questions; schools can add their own questions to this and the form should be uploaded to CPOMS/My Concern once completed.

All individualised contact methods should be considered and recorded on CPOMS/My Concern. OLoL CMAT 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.

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

OLoL CMAT will identify what children at each level are offered, as an 'intervention' or support for families in the communication plan.



If a home visit is made, DSLs should not enter the home, in case of possible infection, but ask to see the child at the door. Please let parents of these pupils know that you will be in regular contact during the closure period.

Ensure all discussions at SLT Level, with other staff, phone calls to families and any home visits are logged either on CPOMs or My Concern.

To support the above, OLoL CMAT staff 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.

5. Designated Safeguarding Lead:

The optimal scenario is to have a trained DSL (or deputy) available on site.

Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home, schools may also share DSLs in circumstances set out in Part 2 of this document.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all school name staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them. OLoL CMAT will post this information in reception daily.

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

Information on any pupil must be recorded on CPOMs.

6. Reporting a concern:

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

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

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



Where staff are concerned about an adult working with children in the school, please see the following for 'Whistleblowing' as set out in the Safeguarding and Child Protection policy:

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Area Education Officer/LADO following the OLoL Trust Whistleblowing Policy.¹
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.
- Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body Our Lady of Lourdes Catholic Multi Academy Trust whose contact details are readily available to staff (see page 4 for contact details).

7. Safeguarding Training and induction:

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. 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 (2020).

The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter OLoL CMAT they will continue to be provided with a safeguarding induction; ***this includes any staff brought in for holiday provision.***

7.1 Where staff are deployed from one of Our Lady of Lourdes Catholic Multi Academy Trust (OLoL CMAT) school to another OLoL CMAT setting;

¹ <http://www.ololcatholicmat.co.uk/wp-content/uploads/2019/04/OLoL-Whistleblowing-Policy-final-March-2019-1.pdf>



OLoL CMAT will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

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

OLoL CMAT should seek assurance from the OLoL Multi Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

7.2 Where staff an OLoL CMAT school uses external providers for holiday provision;

OLoL CMAT will ensure that all staff who undertake holiday provision have appropriate safeguarding checks and are recorded on the Single Central Register. The onus is on the external provider to provide (school name) with a copy of the checks undertaken on their employees. Where this is not forthcoming, OLoL CMAT will not admit these staff into the school.

Safeguarding checks will include the following for anyone working for an external agency:

- Name; Agency Name; Date(s) worked in school; Agency Confirmation of relevant checks - Date received; Photo ID - Document Type Seen; Enhanced DBS Certificate - Date seen in school; Barred List Check - Date confirmed by agency; Prohibition from Teaching Check - Date confirmed by agency; Qualifications Check - Date confirmed by agency; Overseas Check - Date confirmed by agency; EEA Sanctions Check - Date confirmed by agency; Right to Work - Date confirmed by agency; Confirmation person presenting is the person the agency has completed checks for; Person checking the agency's confirmation.

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

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

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 school name 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. OLoL CMAT will continue to follow the legal duty to



refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

OLoL CMAT will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing: G.Tovey g.tovey@ololcatholicmat.co.uk OLoL HR Advisor.

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, school name will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Safeguarding checks will include the following for anyone volunteering and in regulated activity:

- Name; start date; address; D.O.B; photo I.D; Enhanced DBS Check - Date Completed; Barred List Check - Date Completed; Enhanced DBS Certificate - Date of certificate; Enhanced DBS (and Barred List) Certificate - Date seen; Enhanced DBS Certificate - Seen by (name of staff member)
- Any new recruits since the partial closure on March 20th 2020, will have appropriate Safer Recruitment checks through the Trust HR Department, prior to working within any Trust schools.
- The schools Safeguarding and Child Protection policy gives clear guidelines on reporting members of staff if there are concerns. The policy has contact details of the Local Authority LADO and the Trust Safeguarding Lead. See the Safeguarding and Child Protection policy on the school's website.

Single Central Register:

Trust schools Single Central Register must be updated to reflect any new members of staff. Schools must keep a daily register of staff entering the building for Safeguarding and Health and Safety purposes. *(The SCR can, if a school chooses, provide the means to log everyone that will be working or volunteering in a school on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.)*



Volunteers

Good Shepherd Primary Catholic Academy may use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in, will Good Shepherd Primary Catholic Academy, be in regulated activity. This means that if a volunteer is administering a COVID-19 test whilst un-supervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

9. Online safety in schools and colleges:

OLoL CMAT will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

10. Children and online safety away from school and college:

All schools should provide parents with a timetable for online remote learning and expectations of other independent work to be completed.

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

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

OLoL CMAT will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. OLoL CMAT will signpost age appropriate practical



support to parents and include links to Childline, NSPCC, UK Safer Internet Centre and CEOP. Schools will update websites with any new information for parents/carers/pupils.

OLoL CMAT any incidents of on-line bullying or any behavioural issues that school becomes aware of, will be dealt with under the OLoL CMAT behaviour policy; these will be recorded on CPOMS/My Concern.

Listed below are requirements when delivering virtual lessons; webcams should not be used and are not approved by OLoL CMAT:

- One to one and group lessons can take place and must follow Trust protocols.
- Where possible, a parent/carer must be present for pupils under the age of 18.
- All tuition will take place on Microsoft 'Teams'/Google Classrooms or other approved providers which must be agreed by the IT Director W Ottewell: contact via email w.ottewell@ololcatholicmat.co.uk
- 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 will be recorded so that if any issues were to arise, the video can be reviewed; these are not to be used for monitoring purposes.
- 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 should record, the length, time, date and attendance of any sessions held.

If staff or parents have any concerns about on-line lessons they should contact the school's DSL in the first instance or Moira Dales (Trust Safeguarding Lead m.dales@ololcatholicmat.co.uk)

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

11. Mental Health and Wellbeing:

11.1 Supporting children not in school:

OLoL CMAT recognises that OLoL CMAT is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils, their parents/carers and staff working within the school. Guidance documents have been sent to OLoL CMAT regarding support Mental Health and Wellbeing by the Trust Mental Health First Aider.

Teachers at OLoL CMAT are aware of this in setting expectations of pupils' work where they are at home. OLoL CMAT will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS/My Concern.

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 they are rag rated.



Details of any actions for these pupils must be recorded on CPOMS, as should a record of contact have made. Any plans to support these pupils can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Good Shepherd Primary Catholic Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any plans.

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

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

11.2 Supporting children in school:

OLoL CMAT is committed to ensuring the safety and wellbeing of all its students. OLoL CMAT will continue to be a safe space for all children to attend and flourish.

The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

OLoL CMAT will refer to the Government guidance for education and childcare settings on how to implement social distancing² and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

OLoL CMAT have recommend Social Distancing guidance for staff and pupils on a schools premises.

OLoL CMAT will ensure that where we care for children of critical workers and vulnerable children on site, they ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS/My Concern.

Where OLoL CMAT has concerns about the impact of staff absence – such as the Designated Safeguarding Lead or first aiders – this will be discussed immediately with the OLoL Safeguarding Trust Lead.

13. Peer on Peer Abuse

OLoL CMAT 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 the Child Protection Policy.

² <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>



The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS/My Concern and appropriate referrals made.

14. Support from the OLoL CMAT;

The OLoL Safeguarding Lead will provide guidance as appropriate to enable the DSL to carry out their role effectively. This includes:

- discussing Child Protection files for the purpose of quality assurance,
- support,
- guidance and direction.

The Safeguarding Trust Lead will also provide group and individual supervision sessions. This will take the form of an online meeting within Hubs for the Senior Safeguarding Leads for each school.



Annex A:

Guidance on Vulnerable Children and Young People (Nottingham City Council)

Collaborative risk assessment for School and Parents

Government advice States:

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>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>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>Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks.</p>
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Example template for you to identify risks/benefits for your child:

<p>Benefits of staying at home</p>	<p>Potential risks of staying at home</p>
<p>Potential risks of being at school</p>	<p>Potential benefits of being at school</p>



Annex B: Sample Risk Assessment for Vulnerable pupils (Nottingham City Council)

Sample risk assessment: Vulnerable / EHCP Pupils – School or home
<ul style="list-style-type: none">• 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.
<p>Safe and Well checks:</p> <p>Identify the level of support or safe and well checks required based upon your risk assessment of students.</p> <p>Record all contact on CPOMS.</p> <p>Possible Safe and Well stages:</p> <ol style="list-style-type: none">1. Monitor attendance through online learning platform2. Phone calls to check children are safe and well – use of school phones3. Home Visits for most vulnerable – consider 2 members of staff, travel separately, avoid contact, view through windows
<p>Background:</p> <p>13. Do vulnerable children have to continue to go to school?</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>20. Do all children and young people with an EHC plan need to continue at school?</p> <p>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:</p> <ul style="list-style-type: none">• 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		





Risk Mitigation (COVID-19) Children's Service: SEND (EHCP) Derbyshire County Council

Please complete for children and young people who have an Education Health and Care Plan (EHCP) only

Details of School, College or setting
Name
Address
Contact number
Email
Details of Child/Young Person
Name of child/young person
Date of Birth
Address
Name and Contact details of parent/carer
Summary of SEND
Risk Mitigation Details
Education
Is the child/young person attending their school, college or setting?
If no , please give clear reasons why e.g. self-isolating, illness, parental choice.
What do you consider is the impact on risk for child/young person not accessing an education setting? E.g. parents not compliant with school/ setting offer.



Is the child or young person accessing **parts** of the provision detailed in the EHC Plan with support from school/ setting? Please describe what reasonable endeavours you have made for this provision. E.g. access to online learning materials.

Please provide details of partner agency contribution e.g. Health and Social Care, which support the education, health and care needs of the child/young person as detailed in the EHC Plan.

Please provide details of support services the child/ young person is accessing e.g.

- Sensory and Physical support service
- Support Service for Special Educational Needs (SSSEN)
- Children Missing in Education – Inclusion Pathways Team (IPT), Tailor Made Package (TMP)
- Behaviour Support Service (BSS)
- Educational Psychology Service (EP)
- Early Years' Special Educational Needs Service (EYS)

Describe how services are currently supporting the child/ young person:

Health Needs

Has the Child/ young got an Individual Health Care Plan (IHCP) in place and is this being implemented?

Are there any current barriers to accessing health provision? E.g. not able to access specialist equipment.

Safeguarding

Do you have safeguarding concerns for the child/young person? This may include if you are unable to make contact with child/young person and/or parents/carers.

If yes, please follow your school, college or setting's safeguarding procedures and detail below actions which you have taken.

If no, what arrangements have been made to ensure the child/ young person is safe e.g. attends school and appears safe and well, details of contact made with child/ young person and parents/ carers.

Priority Rating:

Review date:
(maximum of 6 weeks)



Form completed by:

Role in School, college or setting:

Date:

Please return the SEND Admin Officer for your locality via email only (see below):

High Peak and North Dales

Edith Olvez-Wilshaw editha.olvez-wilshaw@derbyshire.gov.uk

Chesterfield

Tracey Gascoyne tracey.gascoyne@derbyshire.gov.uk

Natalie Tucker natalie.tucker@derbyshire.gov.uk

North East Derbyshire & Bolsover

Liz Boyes liz.boyes@derbyshire.gov.uk

Amber Valley

Judith Hind judith.hind@derbyshire.gov.uk

Sue Bannister sue.bannister@derbyshire.gov.uk

Erewash

Shirley Ewart shirley.ewart@derbyshire.gov.uk

South Derbyshire & South Dales

Amanda Shelton amanda.shelton@derbyshire.gov.uk

SEND Locality Office use only
Locality:
Date received:
SAO passed to SO date and Officer's name:
Priority Rating Check: (insert number here)
Is a support service involved?
If yes, which service/s:
Date RM form sent to Head of Support Service/s:
SO case work date:
Changes in Priority Rating following case work?



Annex C: Sample Safe and Well Check questions form:

Safe and Well Check	
Name of young person	
Name of Staff Member	
School Name	
Date of conversation	
Possible Questions for Safe and Well Check	Responses from young person
How are you feeling?	
Are you isolating or are you still going out – if so are you following guidance for 1 x daily exercise and quick visit to shops?	
Are parents still going out to work, working from home, isolating?	
Are you completing schoolwork? Are you able to access it ok?	
Do you need more work?	
Do you need any help with your work?	
Are you eating ok?	
Is there enough food for you all?	
Do you need any help with anything?	
Do you know how to contact us if you need help?	
Any concerns following this conversation?	
Any recommendations from this conversation?	
Any actions that are needed to be followed up?	



Annex D: OLoL CMAT Schools

Nottingham City Council Schools:	Nottinghamshire County Council Schools:	Derbyshire County Council:
The Trinity School St Marys Hyson Green Our Lady of Perpetual Succour St Teresa's Aspley St Augustines St Anns Blessed Robert Widmerpool Clifton, Our Lady & St Edward St Anns St Patrick's Catholic Primary and Nursery School Wilford:	The Becket School West Bridgford St Edmund Campion Catholic Primary Christ the King Arnold The Good Shepherd Arnold St Margaret Clitherow Bestwood Sacred Heart Carlton Holy Cross Hucknall All Saints Mansfield St Philip Neri Mansfield St Patricks Mansfield. St Josephs Ollerton Holy Trinity Newark	St Josehs Shirebrook.