



**COVID-19 Academy Closure Arrangements  
for Safeguarding and Child Protection at  
Haven High Academy**

**Academy Name:** Haven High Academy  
**Policy owner:** João Amaral  
**Date:** 30<sup>th</sup> March 2020  
**Date shared with staff:**

## **1. Context**

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

Academies 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 of the Haven High Academy Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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## 2. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	João Amaral	07942542475	<a href="mailto:joao.amaral@bwaf.net">joao.amaral@bwaf.net</a>
Deputy Designated Safeguarding Leads	Matthew Van Lier/ Fiona Williams	Private number, by email only	<a href="mailto:matthew.vanlier@bwaf.net">matthew.vanlier@bwaf.net</a> <a href="mailto:fiona.williams@bwaf.net">fiona.williams@bwaf.net</a>
Headteacher	Matthew Van Lier	Private number, by email only	<a href="mailto:matthew.vanlier@bwaf.net">matthew.vanlier@bwaf.net</a>
Trust Safeguarding Lead	Dina Nicholson	07519 054721	<a href="mailto:dina.nicholson@bwaf.net">dina.nicholson@bwaf.net</a>
Chair of Governors	Tammy Doughty	Private number, by email only	<a href="mailto:tammy.doughty@bwaf.net">tammy.doughty@bwaf.net</a>
Safeguarding Governor / Trustee	Tammy Doughty	Private number, by email only	<a href="mailto:tammy.doughty@bwaf.net">tammy.doughty@bwaf.net</a>
Pastoral Team Leader & HoY Co23	Ronda Ironmonger	Private number, by email only	<a href="mailto:ronda.ironmonger@bwaf.net">ronda.ironmonger@bwaf.net</a>
HoY Co24	Martyn Miles	Private number, by email only	<a href="mailto:martyn.miles@bwaf.net">martyn.miles@bwaf.net</a>
HoY Co22	Danny Hill	Private number, by email only	<a href="mailto:danny.hill@bwaf.net">danny.hill@bwaf.net</a>
HoY Co21 & Student Mental Health & Wellbeing Officer	Tina Sargeant	07942 542466	<a href="mailto:tina.sargeant@bwaf.net">tina.sargeant@bwaf.net</a>
HoY Co20	David Hallam	Private number, by email only	<a href="mailto:david.hallam@bwaf.net">david.hallam@bwaf.net</a>
SENCO	Claire Wilkinson	Private number, by email only	<a href="mailto:claire.wilkinson@bwaf.net">claire.wilkinson@bwaf.net</a>
Trust SENCO	Maxine Cunningham	07542 230558	<a href="mailto:maxine.cunningham@bwaf.net">maxine.cunningham@bwaf.net</a>
SEND Manager	Nicola Reeson	Private number, by email only	<a href="mailto:nicola.reeson@bwaf.net">nicola.reeson@bwaf.net</a>
Senior EWO	Amanda Smith	07715 204790	<a href="mailto:amanda.smith@bwaf.net">amanda.smith@bwaf.net</a>
Main Office	Duty Staff	01205 311979 option 2	<a href="mailto:bridget.blackham@bwaf.net">bridget.blackham@bwaf.net</a>

In addition to the Academy's contact's above, please note the following contacts should you need to communicate with Social Care:

Boston FAST – [Child BS Boston@lincolnshire.gov.uk](mailto:Child_BS_Boston@lincolnshire.gov.uk)

South Holland FAST - [Child BS Spalding@lincolnshire.gov.uk](mailto:Child_BS_Spalding@lincolnshire.gov.uk)

South Kesteven FAST - [GAO BS Grantham@lincolnshire.gov.uk](mailto:GAO_BS_Grantham@lincolnshire.gov.uk)  
(01522 554362)

North Kesteven FAST - [BS\\_FASTNorthKesteven@lincolnshire.gov.uk](mailto:BS_FASTNorthKesteven@lincolnshire.gov.uk)  
(01522 553947)

### **3. PRIDE: Expectations of students whilst the Academy is closed**

- Follow our values - PRIDE (Progress, Resilience, Integrity, Disciplined and Excellence), our core values are non-negotiable
- The first key priority is to ensure uninterrupted learning for students and to ensure no minutes are lost, whether working online, from class charts or work packs.
- The second key priority is to support learners in making the right choices about their behaviour for learning and in terms of the Academy values.
- Behavioural limits and common standards must be fairly and consistently applied when working remotely – please remember to respect staff and students.
- Positive recognition – we will continue to issue Inspiration Points.

### **4. Remote On-line Classroom rules**

- Arrive on time and be ready to learn
- Be respectful
- Listen to and follow instructions
- Endeavour to complete your work

### **5. 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 well as those on a TAC plan.

Those who have a social worker include children who have a Child Protection Plan or a CIN 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 an academy 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 academy meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) 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.

Haven High 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 academy head (VSH) for looked-after and previously looked-after children. The lead person for this will be: João Amaral

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Haven High Academy will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Haven High Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Haven High Academy will encourage our vulnerable children and young people to attend an academy, including remotely if needed.

## **6. 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 Haven High Academy has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we 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>

If the academy has closed, we will complete the return once as requested by the DfE.

Haven High Academy and social workers will agree with parents/carers whether children in need should be attending academy – Haven High Academy will then follow up on any pupil that they were expecting to attend, who does not. Haven High 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, Haven High 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 the academy, or discontinues, Haven High Academy will notify their social worker.

## **7. Designated Safeguarding Lead**

Haven High Academy has a Designated Safeguarding Lead (DSL) and Deputy DSLs.

The Designated Safeguarding Lead is: João Amaral

The Deputy Designated Safeguarding Leads are: Matthew Van Lier and Fiona Williams

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.

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, Myconcern, 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 academy.

It is important that all Haven High Academy staff and volunteers have access to 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.

## **8. Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the academy Safeguarding Policy, this includes making a report via Myconcern, which can be done remotely. However, there is an expectation that staff ring the DSL directly

In the unlikely event that a member of staff cannot access Myconcern from home, they should email the Designated Safeguarding Lead, the Deputy DSLs or the Pastoral Team. 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 academy, they should email to report the concern directly to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from academy, 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: Mrs Tammy Doughty.

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

## **9. Safeguarding Training and induction**

DSL training is very unlikely to take place 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 academy 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 Haven High Academy, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our academy, we 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, the academy should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

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

## **10. 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, Haven High 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.

If staff are deployed from another education or children's workforce setting to our academy, we 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.

Where Haven High Academy is 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.

Haven High 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. Full details can be found at paragraph 163 of KCSIE.

Haven High Academy 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 [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any academy is aware, on any given day, which staff/volunteers will be in the academy or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Haven High Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **11. Online safety at the Academy**

Haven High Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in the academy, appropriate supervision will be in place.



Normal protocols as stated in the IT Acceptable Use Policy (APU) apply to all users (both staff and students). Extracts of the AUP that apply to this current document are displayed below:

### **A. Illegal Activities**

- Sending or displaying offensive messages or pictures, to include “sexting” (the distribution of sexually explicit material).
- Accessing, uploading, downloading or distributing pornographic material
- Violating copyright laws.
- Accessing or downloading any material in violation of the law
- Impersonation (the act of pretending to be someone else by setting up a false profile or stealing someone’s password with a view to posting false material that will endanger them, cause them distress or cause them to be falsely accused).

### **B. Inappropriate Language & Harassment in electronic communication**

- Using vulgar or obscene language in any electronic communication.
- Harassing, insulting, defaming, denigrating, or attacking others.
- Outing (deliberately sharing someone’s personal or sensitive information).

### **C. Endangering Personal Safety**

- Revealing personal contact information (home address, telephone number, personal details, id numbers, etc.) to other individuals over the internet.
- Arranging to meet people contacted over the internet without approval.

Detailed IT Acceptable Use Policy can be reviewed on school website.

## **12. Children and online safety away from the Academy**

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 MAT code of conduct.

Haven High 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 unless agreed by SLT and robustly monitored by Heads of Faculty.

- 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 if possible.
- It is strongly recommended that virtual lessons are recorded so that if any issues were to arise, the video can be reviewed. If you decide to record, all participants need to know they are being recorded and therefore it is advisable that you use the PRIDE PowerPoint slide devised by the Head of Technology indicating the expectations for a remote lesson (see Annex 2).
- However, any inappropriate behaviour must be reported as soon as possible to SLT and a screenshot taken of the chat for further assessment.
- Students are only to use microphone on the request of the subject teacher for the purpose of completing lesson-based activities such as answering questions, supporting discussion or explaining their work. It is preferred that the “chat” facility is used as the primary mode of communication within a lesson, however.
- 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, in this case Microsoft Teams with the academy login and network support only.
- Staff should record, the length, time, date and attendance of any sessions held. Heads of Faculty to monitor this.

### **13. Supporting children not in the academy**

Haven High Academy 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 the academy, 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 Safeguarding Data Spreadsheet created for the Pastoral Team, as should a record of contact have been made on the spreadsheet. Myconcern will be updated where applicable.

The communication plans can include; remote contact, phone contact, door-step visits (if appropriate and all other means have been exhausted). Other individualised contact methods should be considered and recorded, such as reporting to the CSC or Police if applicable.

Haven High 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.

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

Haven High Academy recognises that the academy is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Haven High Academy need to be aware of this in setting expectations of pupils' work where they are at home.

#### **14. Supporting children in the academy**

Haven High Academy is committed to ensuring the safety and wellbeing of all its students.

Haven High Academy 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.

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

Haven High Academy 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 Myconcern.

Where Haven High Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the trust.

#### **15. Peer on Peer Abuse**

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

Where an academy 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 academy 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 Myconcern and appropriate referrals made.

#### **16. Support from the Multi-Academy Trust**

The Multi-Academy Trust (MAT) Central Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of support, guidance and direction, if this is appropriate and requested by the DSL and his team. This may take the form of an online meeting.

## 17. Useful Websites

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 carers 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 carers
- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

In addition, the addendum needs to be read in conjunction with the following government guidance:

- <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>
- <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-peop>
- <https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online>
- <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Please note the addition of Annex 2 (reference to the PRIDE PowerPoint slide devised by the Head of Technology indicating the expectations for a remote lesson) and Annex 3 (the Local Authority's Safeguarding Policy Addendum) to be consulted in conjunction with the Academy's Addendum (Annex 1)

# Remote Learning @ Haven High Academy



Lesson Starting Soon



Lessons may be recorded for both safeguarding purposes and for students with reduced access.  
**(Teacher will inform you)**



Be respectful of other learners and your subject teacher. Ensure your comments are lesson appropriate.



Any student camera is not permitted to be used throughout the lesson.



All work must be dated, titled and completed within either your knowledge books or on a computer.  
**Work will be required for review**



Microphones to be muted unless answering a question within the lesson.



Taking part is required. Ensure you are answering questions in either chat or through mic.  
**Inspiration points will be awarded**



Inappropriate comments in chat aren't acceptable. Screenshots of comments will be taken if required.



Lessons aren't optional. Failure to attend lessons will be followed up by the Academy.

## **Safeguarding Policy addendum: Supporting children not in school (vulnerable children, as defined, and those assessed as vulnerable by school)**

Since 23<sup>rd</sup> March, schools have been operating under the COVID-19 guidance for schools and other educational settings<sup>1</sup> and have implemented procedures that enable them to keep their pupils and staff safe at all times. This document is a prompt for schools to use as a guide to ensuring that pupils, particularly those who are most vulnerable, are supported.

### **Vulnerable children**

**Working Together to Safeguard Children**<sup>2</sup> statutory guidance requires schools and the LA to safeguard and promote the welfare of children. Whilst the majority of people are being urged to stay at home and adhere to guidance about social distancing, the DfE guidance **Coronavirus (COVID-19): guidance for schools and other educational settings** sets a clear expectation that schools stay open and make provision for vulnerable children where education is a protective factor. This includes:

- children who have a social worker i.e. 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.
- children and young people with an EHCP who cannot be safely supported at home.

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<sup>1</sup> <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

<sup>2</sup> <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

### **Children assessed as vulnerable by school**

In addition to the children and young people identified as vulnerable in the recent government guidance<sup>3</sup>, the school will identify children on the edge of social care or who normally receive pastoral-type support in school through regular assessment, to ensure their safety and wellbeing.

### **Vulnerable children not in school**

Whilst a number of vulnerable children will attend school regularly, there may be some who do not. It is the role of the school to make day to day decisions based on the vulnerability of a child and it remains the Local Authority Children's Services responsibility to assess and respond to the safeguarding concerns raised by the school, whether or not they are within the identified vulnerable categories. Therefore, given the current circumstances, it is more important than ever for school and Children's Services to work collectively to ensure the safety of our children and to facilitate joint working so appropriate support and interventions are provided.

### **Communication**

In order to respond efficiently and timely to the needs of vulnerable children, communication is vital.

**Communication with parents/carers** – the school will ensure that up to date contact details for parents and other identified responsible adults are kept. Those responsible for safeguarding and home contact should establish best times to call with the parents and a process for follow up if no response is forthcoming. For any child who has another key worker involved e.g. social worker, the school will endeavour to coordinate contact with the home and establish who is calling, when and the purpose of the call, to reduce undue duplication of contact to parents/carers.

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<sup>3</sup> <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>

**Parents/carers communication with schools** – the school will provide parents/carers with contact details for staff who they can talk to about any concerns and update this regularly to reflect staffing variations. If school have a manned office, this may simply be a school number, however if this is not the case, schools will consider how parents can inform them of changing circumstances or how to ask for advice. If schools are running fixed hours opening, this will be communicated to parents and school will consider how key messages can be received outside these hours. For families who do not have access to technology, the school will ensure this information reaches them, particularly if they are vulnerable. The same applies to families who do not speak English or are illiterate. If the school needs to communicate with a family in another language, staff will be able to contact [EMTET@lincolnshire.gov.uk](mailto:EMTET@lincolnshire.gov.uk) who may be able to help with access to a bilingual speaker and can also support communication with Traveller families.

**Schools communication with social worker/Early Help and SEND worker** – Efficient contact with a child's social worker or SEND worker is key to supporting pupils and families. Where a child does not have a social worker and the child is potentially vulnerable i.e. currently in TAC or the school are considering an EHA, the school can continue to contact the Early Help consultant who will support them to risk assess the current vulnerability of the child.

If the school is unable to contact the child's allocated social worker/case worker, the following generic email addresses should be used:

To notify SEND of a change in circumstances for a child with an EHCP, contact:

[LWL\\_SendLocality@lincolnshire.gov.uk](mailto:LWL_SendLocality@lincolnshire.gov.uk) (Lincoln/West Lindsey)

[NKSK\\_SendLocality@lincolnshire.gov.uk](mailto:NKSK_SendLocality@lincolnshire.gov.uk) (North Kesteven/South Kesteven)

[EAL\\_SendLocality@lincolnshire.gov.uk](mailto:EAL_SendLocality@lincolnshire.gov.uk) (East Lindsey)

[BSH\\_SendLocality@lincolnshire.gov.uk](mailto:BSH_SendLocality@lincolnshire.gov.uk) ((Boston South Holland)



To communicate with social work (FAST) team when child's allocated social worker is not available and for cases open to Early Help, contact:

**East Lindsey North FAST and  
Cases open to Early Help in the Louth/Mablethorpe area**  
[BS\\_Keilyhouse@lincolnshire.gov.uk](mailto:BS_Keilyhouse@lincolnshire.gov.uk)  
01522 554444

**East Lindsey South FAST and  
Cases open to Early Help in the Horncastle/Skegness area**  
01522 554621  
[BS\\_Horncastle@Lincolnshire.gov.uk](mailto:BS_Horncastle@Lincolnshire.gov.uk)

**Boston FAST and  
Cases open to Early Help in the Boston area**  
[Child BS Boston@lincolnshire.gov.uk](mailto:Child_BS_Boston@lincolnshire.gov.uk)

**South Holland FAST and  
Cases open to Early Help in the Spalding area**  
[Child BS Spalding@lincolnshire.gov.uk](mailto:Child_BS_Spalding@lincolnshire.gov.uk)

**West Lindsey FAST team and  
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## **Making Decisions about Vulnerable Children Attending School**

Schools will conduct a risk assessment regarding the vulnerability of every child. The risk assessment process should be clear and robust. The school will determine the frequency of this assessment based on current and of any newly identified needs of a child. Children's Services have produced a proforma to help schools with this - **Lincolnshire Tool for the Assessment of Risk to Children and Young People not Attending School due to Covid-19 Pandemic**. This is attached and will be used by schools where appropriate.

The majority of the children who are not attending school will be classified as 'not currently vulnerable'. For these children the school will consider routine checks on health and wellbeing as part of their overall communication plan around the learning at home.

If a parent/carer of a vulnerable child ( as defined above ), does not want them to attend school, the social worker/ SEND caseworker and school staff should joint risk assess in consultation with the parents/carers. Where the child does not have a social worker or SEND caseworker, the risk assessment should be carried out by the Designated Safeguarding Lead together with the current Safeguarding Leader responsible for coordinating the safeguarding arrangements in the school.

The risk assessment should explore the reasons for the parent/carer not wanting the child to come to school and talk through these with them, including any anxieties they may have about the risk of contracting the virus. These anxieties may be real or perceived and whilst the school cannot provide assurance against the risk of contracting the virus, they are able to reassure them of the processes that the school take to minimise the risk.

Each child will need to be considered individually according to the school environment, the child's needs and family circumstances. As the school has previous knowledge of their children, they are in the best position to risk assess and this is based on the information that is available to them. They will be professionally curious

but also be mindful of agency fears and therefore judgements need to be based on evidence.

The following issues should be taken into account:

- i) The potential health risks to the child from COVID-19, bearing in mind any underlying health conditions and available health advice
- ii) The ability of the child's parent or carer to ensure their health and care needs can be met safely at home
- iii) The level of vulnerability and any associated risks and whether these are likely to increase if the child was not attending school
- iv) The potential impact on the child's wellbeing as a result of any changes to the child's routine or the way in which their provision is delivered
- v) The likelihood of any increased risk to the child if some or all elements of their plan (including EHCP where appropriate) cannot be delivered; including consideration of associated risks if some or all elements of the plan cannot be delivered in the usual way or in the usual setting
- vi) The ability of the school to continue to provide the specific support the child requires, especially if key trusted staff are not available or the school delivers provision from another site
- vii) How easily the child can access another setting which has capacity to meet need

The risk assessment process must be dynamic in order to address any changes to the national advice and guidance as well as any changes associated with school capacity or home circumstances, for each child.

The risk assessment must take the form of, at least, a recorded conversation with agreed actions, ensuring that all appropriate agencies and workers are informed. For children on child protection plans, this will feed into the Covid19 risk assessment completed by the social worker.

The frequency and pace of review will be determined by the nature and level of identified risk for the child within the context of the changing national landscape. However, a risk assessment should be completed **at least every two weeks**.

## **Risk Assessments**

Following risk assessments it is expected that children will fall into the following categories, and could move between these over time:

- 1) Attending school in best interests
- 2) Child is safer at home
- 3) Parental choice for child to not attend
  - I. Shielding/self isolating due to underlying health condition
  - II. Family member shielding for 12 weeks
  - III. COVID19 related illness and self isolation for 7 days
  - IV. Other illness
  - V. Family member unwell and family self isolating for 14 days
  - VI. Other appropriate reason
  - VII. No appropriate reason established

Depending on the outcome of the risk assessment for each individual child, there may be increased safeguarding concerns for children whose parents choose not to send them to school although this is considered to be in their best interests. **Over time, social isolation is likely to increase pressure on some families.** Where pre-existing concerns exist about domestic abuse, for example, some children may be at increased risk of likely significant harm as a result. For these children, schools will continue to play a critical safeguarding role.

## **Outcome of Risk assessments**

The school leader responsible for coordinating the safeguarding in the school will have oversight of all the vulnerable pupils during this time. They will be responsible for ensuring appropriate care and welfare, through effective communication, takes place between the parents and the school that reflects the level of vulnerability of the child. This may be delegated but there should be good liaison between the delegated role, the school leader and the DSL if they are not the same and especially if these roles change due to fluctuations in staffing.

Following the initial and continual risk assessment, the vulnerable children will be grouped depending on the level of support they require, for example,

1. Those who need daily monitoring
2. Those who need monitoring 3 times per week
3. Those who need weekly monitoring

The frequency of school contact may depend on the coordinated arrangements with the social worker, SEND case worker or other key professional however, **all vulnerable children must be contacted on a weekly basis as an absolute minimum.**

Your school may wish to allocate a specific member of staff to take the lead on each group or subgroups, delegated staff should be familiar with the children and be suitably trained. The delegated staff should also have access to appropriate safeguarding folders, online or otherwise and be recorded as having this access. If it is not possible for them to have access, key information must be shared and a record must be kept safely which can then be transferred to the appropriate files.

### **Recording of contact and actions**

The school will ensure that key people in school e.g. SLT, DSL and pastoral leaders, have an up to date current list of identified vulnerable pupils including those who are medically shielding. This is likely to include vulnerable learners identified by school leaders, in addition to 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.

The school will implement a system or use current systems for recording and monitoring the contact with vulnerable children and their parents. A spreadsheet, for example, would include

1. the names of the children
2. the current attendance situation – (refer to points above in Risk Assessments)
3. the agreed level of contact (including arrangements made with social worker/SEND caseworker)
4. the preferable time of contact if agreed

5. who was spoken to, including child
6. the dates of contact and name of person who contacted
7. if contact has changed current risk assessment

This information should be kept safely but within easy access to staff that may need it. All safeguarding concerns and notes should be recorded as per normal safeguarding practice.

### **Communication plan with parents of vulnerable children**

The school will ensure that there are systems in place for a named member of staff/group of staff (school and/or Children's Social Care) to make contact with named vulnerable pupils through phone calls, video- conferencing or through email. All methods should be approved by the senior leader as safe method of communication.. If deemed necessary by Children's Social Care, some pupils will receive home visits.

Any member of staff phoning a family should use a school phone or disable caller ID if using a personal device. The school should take great care to safeguard contact details according to GDPR.

As per government guidance, home visiting should be kept to an absolute minimum and all other means of assessing the child's safety should be attempted beforehand. If current evidence confirms that a home visit is required, then this should only take place once the school have checked the situation of the family re. COVID19 and confirmed that there are no symptoms present. The school first should check to confirm if a social worker intends to conduct a visit; if the decision remains that the school visit then it should take place with a second adult i.e. another member of staff or key professional. . The school must follow the social distancing guidelines; check-in visits can be conducted from the doorstep.

**Referrals to Children's Social Care must continue to be made in the usual way. The need to refer a child to social care is unlikely to decrease and may possibly increase during the period of lockdown, therefore schools must continue to refer or request a consultation to ensure children remain safe.**

### **Communication with vulnerable children**

For pupils who are risk assessed as being the most vulnerable, contact should take place with them directly (phone or video call), in line with the agreed actions from the assessment. There needs to be **coordination and communication** between the school leader and social care e.g. the child's social worker or early help staff to agree what is being asked and by whom. It may be necessary to continue some form of contact with a young person in year 11 who would ordinarily be on study leave depending on their level of vulnerability.