



SAFEGUARDING & CHILD PROTECTION POLICY ADDENDUM:

(Revised 28th May 2020)

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

(This Addendum does not replace the current Safeguarding and Child Protection Policy 2019)



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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	May 28 th 2020
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

Our Lady of Lourdes Trust Safeguarding Lead is: Moira Dales

Contact details: m.dales@ololcatholicmat.co.uk Telephone: 07852133116

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

Contact details: admin@ololcatholicmat.co.uk

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

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.**

On Friday 27th March 2020, the government published safeguarding guidance for schools, colleges and other providers. Whilst Keeping Children Safe in Schools remains the key statutory document for schools, the DfE have issued interim guidance during the coronavirus outbreak¹.

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

¹ <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>



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.

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: Moira Dales

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:

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

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.

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

OLoL CMAT will discuss 'red' and 'amber' pupils weekly and 'blue' children fortnightly; any concerns will be feedback to members of staff who may also be involved.

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 contact,
- 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 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/My Concern.

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/My Concern, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS/My Concern 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.²
- 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).

² <http://www.ololcatholicmat.co.uk/wp-content/uploads/2019/04/OLoL-Whistleblowing-Policy-final-March-2019-1.pdf>



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 (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 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;

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 (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 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 KCS³IE.

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: D Maxwell
d.maxwell@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)

³ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



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:

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; parental permission must be sought via letter/email. 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/Zoom 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.

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 distancing⁴ 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: **see Annex D. External Providers must also use these Social Distancing guidelines.**

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

⁴ <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>



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.

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.



Safeguarding in School, Collages and other Providers Updated Guidance.

(This guidance is applicable to 31 May 2020 and will be reviewed before 1 June 2020.)

On 1st June 2020 Primary schools will be readmitting pupils in Nursery (where applicable), Reception, Y1 and Y6. From the 15th June 2020, Secondary schools will be reopening on a rota basis for students in Y10 and Y12. The guidance⁵ issued takes into account these changes.

Keeping Children Safe in Education (KCSIE)⁶ is statutory safeguarding guidance that Our Lady of Lourdes (OLOL) Trust schools continue to have regard to as required by legislation and/or their funding agreements.

The way OLOL Trust schools are operating in response to coronavirus continues to be different to business as usual. However, as more children return, a number of important safeguarding principles remain the same:

- the best interests of children must always continue to come first
- if anyone in an OLOL Trust school 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

All Our Lady of Lourdes Catholic Multi Academy Trust schools have completed a Risk Assessment prior to pupil's return. These Risk Assessments are related to Health and Safety risk assessments and are appropriately linked into school's approach to safeguarding and child protection policy.

The DfE has also published information on 'Prevent Management' support for all schools and colleges⁷ who have pupils/students receiving Channel support. Prevent safeguards children from radicalising influences, and it remains in operation in local authorities during this challenging time.

⁵ <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

⁶

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

⁷ <https://educateagainsthate.com/blog/posts/school-closures-ongoing-prevent-management-support/>



1. Lead DSL and deputy DSL arrangements.

The Head Teacher must ensure that the DSL team continue to support pupils who are still at home, and support those returning to school.

Staff should be clear about which DSL is on duty within the school or at home on any particular day; ***school will circulate a rota to all staff with contact details.***

Senior Leadership Support for the Lead and Deputy DSLs may be required to deal with a potential increase to the DSL workload if new cases arise as more pupils return to school.

2. What staff and volunteers should do if they have any concerns about a child, including new concerns where children are returning to school.

Any case brought to the attention of staff or volunteers should be treated as per the schools Safeguarding and Child Protection policy (**see the website**):

- A DSL within the school must be informed regarding any disclosures.
- All cases to be recorded on CPOMS/My Concern
- Referral to Social Care if required.

Safeguarding is everyone's responsibility. All new members of staff must read Keeping Children Safe in Education, the schools own Safeguarding and Child Protection Policy and have completed Hays on-line Safeguarding CPD.

3. Vulnerable Children

Attendance of vulnerable children is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending.

Schools should continue to notify social workers where children with a social worker do not attend. They should also continue to follow up with any parent or carer whose child has been expected to attend and doesn't. Schools should take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. Vulnerable pupils should be risk assessed as per the guidance above (**Section 3: Vulnerable Pupils**).

4. Other pupils not returning to school and On-Line learning.

Whilst more children return to our schools, others will continue to stay at home and, in many cases, will be continuing to engage with learning online. Arrangements are in place to keep children not physically attending the school safe, especially online; (**see Addendum Section 10 for further details covering online safety**).

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 continue to be made to children's social care and as required the police; the Lead DSL should also be made aware of any such referrals and these must be recorded on CPOMS/My Concern.



5. Ensure that relevant safeguarding and welfare information held on all children (including returning children) remains accurate.

Schools, led by the DSL or deputy, should be doing all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing before a child returns to the school. DSLs should contact Social Care/Local Safeguarding Children Partnerships where they have concerns over pupil's welfare and require support.

6. Importance for school staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners and updated advice received from the local safeguarding partners.

DSLs (or deputies) will lead the school's input into the local arrangements. Any 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 must be updated and relevant staff made aware of any changes.

This remains as per previous guidance in this Addendum and in the schools Safeguarding and Child Protection Policy.

7. Peer on peer abuse.

Staff should continue to refer to the approach set out in the Safeguarding and Child Protection Policy. All concerns should be immediately raised with Social Care, as required the police and the schools DSL; all concerns must be recorded on CPOMS/My Concern.

8. Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. All staff received CPD support prior to returning to school from the Trust mental Health First Aider. All Trust schools have their own Mental Health First Aider who will be able to advise and support staff and pupils as schools reopen. **(See Addendum Section 11.)**

9. 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*).

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.

10. DBS Checks.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial



school closures. If for any reason the school has concerns about the individual, they may obtain a new check in the usual way.

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.

11. Single Central Register:

Trust schools Single Central Register must be updated to reflect any new members of staff starting from 1st June 2020. 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.)*

12. Attendance.

Parents and carers will not be penalised if their child does not attend educational provision. Schools should resume taking their attendance register from 1st or 15th June and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

It is important that all staff and volunteers are aware of this reviewed section of the Addendum and are kept up to date as it is revised further. The revised Addendum should continue to be made available publicly.

The above amendments will be revised in line with further Government guidelines from 1st June 2020.



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:

Benefits of staying at home Minimizes risk to the CYP's health, especially for those with underlying health conditions. CYP is with familiar people at an unsettling time. School staff and other health and care professionals involved with child will be able to provide support including resources and safe and well checks	Potential risks of staying at home Will the CYP's care needs be met? What needs to change so that they can be? Strain to family of having to care for child around the clock. Potential risk to siblings and parents, if CYP has behaviours of concern.
Potential risks of being at school Risk of catching virus, given proximity to larger group of adults and other CYP, many of whom are children of frontline key workers. Staffing capacity may mean the setting cannot safely meet CYP's needs. School routine is significantly different, which is likely to cause confusion/distress for CYP with SEND.	Potential benefits of being at school Continued routine may reduce confusion and distress to child. Staff have training on approaches and strategies that support emotional regulation. Protective for families at risk of family breakdown. Protects child, siblings or other family members from risk involved in staying at home.



<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:

Benefits of staying at home	Potential risks of staying at home
Potential risks of being at school	Potential benefits of being at school



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

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

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

Safe and Well checks:

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

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

Possible Safe and Well stages:

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

Background:

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

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

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

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

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

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

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



- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered

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

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



Reviews	Agreed Review frequency:	
Date:	Changes:	
	1 st version	



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/carers
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.
<p>Please provide details of support services the child/ young person is accessing e.g.</p> <ul style="list-style-type: none">• 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) <p>Describe how services are currently supporting the child/ young person:</p>
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: Guidance on Social Distancing in OLol CMAT Schools

A. PRIMARY SCHOOLS:

Where you can, place your staff into teams to ensure there is a rotation:

- 4 team who can rotate i.e. one week on, 3 weeks off;
- 3 teams i.e. one week on, 2 weeks off;

The value of this is where staff may have to self-isolate for 14 days, they have a two-week rest period in which to do this potentially with minimal impact on your rota.

If you have not done so already, it is advisable to move all pupils into your school hall rather than using classrooms;

- Use hall tables and allocate pupils one per table to ensure social distancing is observed.
- Ensure that all pupils have their own equipment which they retain for themselves (please ensure you minimise the amount of equipment pupils touch during the school day).
- Reduce the number of staff present on site at any one time; this will vary depending on the number of pupils on site (minimum of two; plus a member of SLT, on site or on call).
- A DSL should be on site or on call as per guidance in this document.
- Tables and chairs to be cleaned at the end of the day by cleaning staff (teachers/TAs should not be routinely expected to clean at the end of the day);
- All safeguarding or any other instances should be reported via **CPOMs/My Concern**.

B. SECONDARY SCHOOLS:

Minimize the number of classrooms in use around the school;

- Ensure that students practice social distancing.
- Ensure that all pupils have their own equipment which they retain for themselves (please ensure you minimise the amount of equipment pupils touch during the school day).
- Reduce the number of staff present on site at any one time; this will vary depending on the number of pupils on site (minimum of two; plus a member of SLT, on site or on call).
- A DSL should be on site or on call as per guidance in this document.
- Tables and chairs to be cleaned at the end of the day by cleaning staff (teachers/TAs should not be routinely expected to clean at the end of the day);
- All safeguarding or any other instances should be reported via **CPOMs/My Concern**.

- C. Minimise the toilet areas being used within your school with only one pupil going at a time and ensuring that hands have been washed thoroughly.

Where you do not have enough staff for your rota, please contact Moira Dales/Chris Maher to arrange for extra staff to be deployed to your setting.

No members of staff should be in the school unless they are on the rota.



If pupils/staff are suspected to be unwell or become unwell during the day:

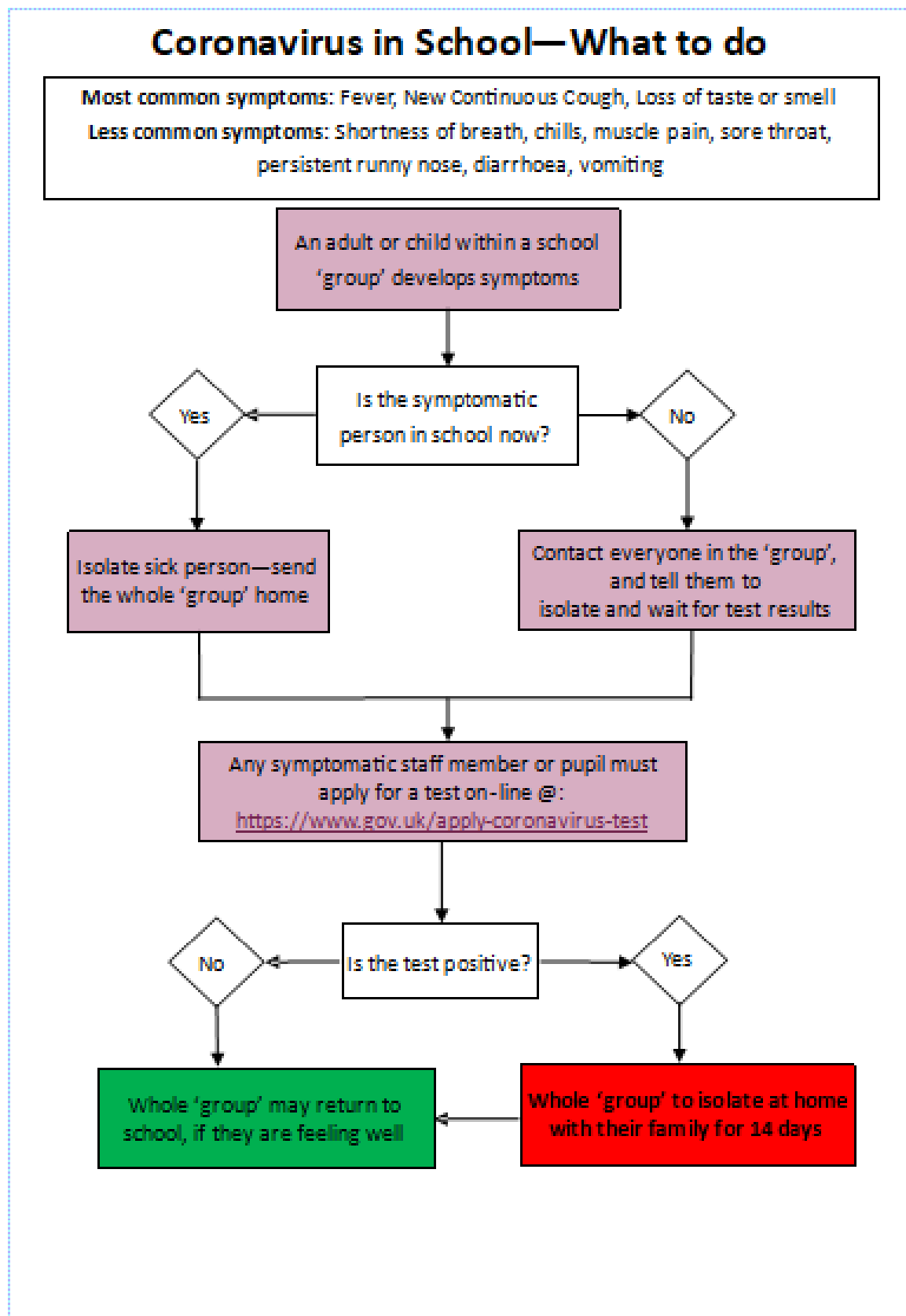
Contact;

Dave Burrough - 07983925371/Moira Dales - 07852133114/Chris Maher – 07852133116 for advice.

DISTANCE/HANDWASH/LOOK FOR SIGNS OF ILLNESS.



Annex E: Covid-19; What to do.





Annex F: 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.