

COVID 19 – Addendum to Safeguarding Policy

Version 4 - January 2021

Our vision

In these very difficult and unprecedented times, safeguarding is still at the heart of our policy and practice at Rainbow Forge Primary Academy. We fully recognise the contribution it can make to protect children and support all pupils amid the Coronavirus pandemic. The aim of this addendum to our Safeguarding Policy is to safeguard and promote our pupils' welfare, safety, and health whether they are learning in school as part of the vulnerable / critical worker pupils or they are not in school but learning remotely. The pupils' welfare is of paramount importance, particularly as academies within the Trust navigate the challenges of remote learning combined with the safeguarding of all pupils.

At Rainbow Forge Primary Academy, despite the current challenges we face, it is still our policy to listen to our pupils, take our pupils' health and welfare seriously, and to act with urgency to prevent harm and to keep them safe. Our processes for contacting pupils are outlined in Appendix 5 below.

Safeguarding at Rainbow Forge Primary Academy

*'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. **This means that they should consider at all times, what is in the best interests of the child.**'* KCSIE 2020

Keeping Children Safe in Education still forms the basis for our Safeguarding Addendum. The statutory guidance still applies even though the vast majority of our pupils are not in the academy full time.

Key Persons Responsible for Safeguarding at Rainbow Forge Primary Academy

Safeguarding Team / DSLs – Jane Loader, Ruth Beckett-Singh & Julie Wragg – phone the school office on 01142487342

It is important that all staff and volunteers (should they be needed), have access to a trained DSL or deputy and know on any given day who that person is and how to contact them. Best practice is to have a DSL on site at all times. If this is not possible and in line with Government guidance, a DSL must always be contactable during the school day for either face-to-face discussions or a telephone call. In this current climate, the Government has relaxed the requirement for DSLs to have an up-to-date training certificate. However, if training and support is needed, it will be accessed through the L.E.A.D. Academy Trust safeguarding team.

Some key contacts are:

LADO – 07814 382 424 or email Steven.Hill@sheffield.gov.uk

NSPCC helpline number: 0808 800 5000

Sheffield Safeguarding Hub 01142734855

L.E.A.D. Academy Trust DSL – Neil Spencelayh (07710391272)

LEAD Academy Trust DSL – Jan Connor (07808528131)

LEAD Academy Trust Safeguarding Compliance officer and DSL – Becky Hyder (07935219250)

The Legal Framework

Academies within L.E.A.D. Academy Trust work within their relevant local authorities. Local Authorities have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area. At Rainbow Forge Primary Academy, our local authority is Rainbow Forge Primary Academy. The local safeguarding partnership, known as Rainbow Forge Primary Academy, is working with our academy to support us to safeguard our pupils during the pandemic. Their revised guidance can be found in Appendix 1 of this addendum.

In September 2020, the Department for Education published the latest 'Keeping Children Safe in Education' (KCSIE) – statutory guidance for schools and colleges. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with. **During the current situation this remains the main statutory guidance for all in the academy community to have due regard to.**

Our Commitment During COVID 19

Rainbow Forge Primary Academy and L.E.A.D. Academy Trust's commitment to safeguarding includes:

- ensuring all staff, visitors and volunteers in our academy understand their responsibility to safeguard pupils, particularly in this crisis where revised procedures may be in operation;
- having in place relevant safeguarding arrangements which are designed to take account of all possible safeguarding issues and any unusual or unforeseen concerns which could be raised during the COVID 19 situation;
- ensuring all safeguarding concerns are investigated and acted upon, and an immediate risk assessment is undertaken to keep pupils safe;
- continuing to adhere to safe recruitment practices;
- having appropriate arrangements in place to ensure we continue to work closely with other agencies and share information with other professionals in line with

statutory requirements, whilst adhering to government guidance on social distancing and safe working;

- taking account of any revised Sheffield LA procedures and practices established by the Safeguarding Partnership, complying with any requests from that body in a timely manner;
- having a culture in our academy of listening to children and taking account of their wishes and feelings by keeping regular, appropriate contact with pupils through our systems of communication;
- providing appropriate support for staff;
- maintaining clear policies for dealing with allegations against people who work with children;
- maintaining clear whistleblowing procedures;
- having a designated teacher to support children who are looked after, those who are post care and pupils who are adopted to ensure we to keep these pupils safe, liaising with the virtual school Headteacher as necessary;
- having in place appropriate safeguarding responses to children who fail to attend when expected, and those who go missing from education;
- fulfilling all statutory responsibilities in respect of safeguarding and promoting the welfare of children.

COVID 19 Specific Safeguarding Roles and Responsibilities of Staff

(please note that this guidance is to be viewed alongside the Academy Safeguarding Policy and procedures and will be reviewed on a regular basis for further updates and changes)

Role	Responsibility
Local Authority	<ul style="list-style-type: none"> • Ensure children of critical workers and vulnerable children can, where required, attend our academy. • Maintain effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need.
Lead Academy Trust DSL and Safeguarding Compliance Lead	<ul style="list-style-type: none"> • Act as a point of contact for all academies within the Trust for any safeguarding related issues, circumstances or concerns. • Make sure that all academies are up to date with the latest guidance from the DfE / Government.
Safeguarding Governor	<ul style="list-style-type: none"> • Has an overview of the revised addendum and procedures.
Headteacher	<ul style="list-style-type: none"> • Has overall responsibility for all pupils on roll at the school, ensuring that all staff are aware of their responsibilities. • Make sure that all staff and the safeguarding governor are aware of, have seen and understood the revised addendum. • Has made sure that all staff are aware of the revised arrangements. • Ensuring that all emergency contact numbers and details are kept up to date.

	<ul style="list-style-type: none"> • Ensuring safeguarding induction procedures are still in place for any new member of staff or staff relocating to the academy during this time. • Ensuring that the senior leadership team has a plan for how bereavements may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter). • Being mindful of peer on peer abuse. Given the very different circumstances, a revised process will need to in place for supporting pupils to report peer on peer abuse. Headteachers will need to ensure they manage any report of such abuse and supporting victims (see Appendix 5). • Ensure that welfare calls and checks are conducted as per Trust guidance (Appendix 2). • Mental health – ensure that staff are aware of the EAP (Education Assistance Programme) which continues to offer support for all staff. • Ensures the appropriate use of electronic equipment for remote learning in line with the academy’s remote learning policy. • Regularly keeps a record of pupils’ compliance with remote learning expectations in line with the academy’s attendance addendum.
<p>DSL / DDSLs / Safeguarding team</p>	<ul style="list-style-type: none"> • Fulfil their role as per their DSL job description. • Maintain up to date lists of vulnerable pupils. • Is on site or available by phone or via video link during school hours. • Knows how to contact ‘front door’ / social care services. • Knows how to contact individual social workers. • Knows who the LA Virtual School Headteacher is and how to contact them. • Maintains safeguarding induction procedures so that any new member of staff or staff relocating to the academy during this time are up to date with the school’s safeguarding procedures and practice. • Ensures each vulnerable pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details. For Looked After Children, the name of the relevant Virtual School Head. Kept in a folder and locked away in a secure place. • Knows how to raise any safeguarding issues that may arise during any online learning (Contact headteacher and L.E.A.D. IT).

	<ul style="list-style-type: none"> • Ensures that SLT has a plan for how to manage bereavements and how they may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter). • Ensures peer on peer abuse is considered as a priority - given the very different circumstances, a revised process will need to be required for managing any report of such abuse and supporting victims. (See Appendix 5) • Ensure that links to mental health services for pupils are on the school website • Ensure all relevant risk assessments are in place for all non-attending vulnerable pupils and that these are reviewed each week. • Ensures the appropriate use of electronic equipment for remote learning in line with the academy's remote learning policy. • Regularly keeps a record of pupils' compliance with remote learning expectations in line with the academy's attendance addendum.
All other teaching staff	<ul style="list-style-type: none"> • Have read and understood the updated addendum to the Safeguarding Policy. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers, and know what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and / or LEAD IT). • Be vigilant to signs of peer-on-peer abuse and how it may manifest given the current circumstances and know how to report any concerns. • Know how to report any concerns regarding the use of electronic equipment for remote learners.
All other non - teaching staff	<ul style="list-style-type: none"> • Have read and understood the updated addendum. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and/ or LEAD IT). • Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.

Designated Safeguarding Lead (DSL)

The first option in Rainbow Forge Primary Academy is always to have a trained DSL or deputy available on site. However, we acknowledge that this may not be possible. Where this is not possible, a DSL will be available and on duty for face to face or telephone discussions. If both those options are unavailable, we will contact Jan Connor or Becky Hyder from Lead Academy Trust for initial advice.

Where a trained DSL or deputy is not on site, a senior leader on site will take responsibility for coordinating safeguarding. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments.

It is acknowledged that local authority DSL training may not take place during this current lockdown. However, training could take place during this period using the Trust's Safeguarding Officer. This would need to be agreed with Becky Hyder (Trust DSL) who could provide interim training until specific local authority training can be sought. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

Vulnerable Pupils

The definition of vulnerable pupils as defined by Government guidance are: 'Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care (EHC) plans. Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989'

Protecting vulnerable pupils and those with an EHCP is a priority.

Please see '[guidance on vulnerable children and young people](#)' for further information.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Headteacher (VSHs) will continue to work with their vulnerable children in this difficult period and should support these children to work with the academy to access our academy if possible. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family, it is agreed this is not in the best interests of the child. This will be evidenced in a risk assessment completed for all vulnerable pupils and children with EHCPs (a copy to be held in the academy and one with the relevant agency i.e social care or SEND department.) **See Appendix 3 and 4**

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support.

School staff should continue to work with, and support, children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

Attendance

At Rainbow Forge Primary Academy we will work with all our vulnerable families to agree whether their child(ren) should be accessing on site education during this period of school closure. We will follow up on any child that is considered vulnerable if they do not attend during this time. We will also follow up with any parent or carer who has arranged for their children to be educated on site and who subsequently do not attend.

We will also take the opportunity when we communicate with parents and carers to confirm that the emergency contact numbers we hold are correct, and will ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not attend, or discontinues attending, we will notify their social worker.

During this January 2021 school closure, all pupils are expected to access education whether they are on site within the vulnerable or critical worker groups or learning remotely at home. Rainbow Forge Primary Academy will keep a record of our pupils' engagement in learning to demonstrate their 'attendance' whether in school or at home. (See Attendance Addendum Policy)

Safe and Well stages:

1. Monitor attendance through normal attendance procedures
2. Phone calls to check children are safe and well at the already agreed time schedules for your school (use school phone). As a minimum:
 - contact CP families every 3 days;
 - contact CIN and vulnerable families once per week.
3. Home visits **(These should only be for CP/CIN and vulnerable children and any children where all other avenues of contact have been unsuccessful, including social care and where there is a real worry about the safety of a child or family)**
 - They should only be conducted with two members of school staff and to a home where it is deemed safe to do so.
 - Staff should travel separately (ensure that car insurance covers business use, with at least one charged school mobile phone, and personal items should be kept to a minimum)
 - Direct contact with parents/carers should be avoided
 - Contact should only be at least two metres distance or view through windows and staff should be wearing protective face coverings as a matter of course
 - Only members of staff who are willing to go should conduct home visits. No member of staff should be made to go.

If school is delivering lunches and the pupils are seen this can be considered a 'safe and well' check as well.

If it is felt that there is an immediate danger to a child, then the police should be called using 999

The Department for Education has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the Department on the number of children taking up places. Out academy will also provide attendance information to the Local Authority and to the Trust.

Children Moving Schools

If a pupil moves school during this time, it is important that the academy provides the receiving school with any relevant welfare and child protection information. This is especially important where children are vulnerable. For looked-after children, any change in school will be led and managed by the VSH with responsibility for the child. The receiving school should be aware of the reason the child is vulnerable and any arrangements in place to support them. This advice may change as the DfE and local authorities clarify the position on this.

As a minimum and as relevant to the child, we will ensure that the new school will have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH) is.

This will ideally happen before the child arrives and, where that is not possible, as soon as reasonably practicable. Any exchanges of information will be organised and co-ordinated by a DSL (or deputy), and will also include our special educational needs co-ordinator (SENCO) (Tracey Bone (EYFS & KS1) & Keeley Leather (KS2)) for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case, the headteacher or the most senior member of staff will take responsibility.

If a child is admitted to our academy, we will ensure we ask for the same information as above from the previous school.

Safer Recruitment / Training and Induction

At Rainbow Forge Primary Academy, all staff will already have had safeguarding training and have read Part 1 of KCSIE 2020. We will make sure that all staff are aware of any new local arrangements so they know what to do if they are worried about a child. This is being addressed in this addendum.

Where we recruit new staff, or new volunteers in this COVID 19 period, the DSL will continue to be provide a safeguarding induction. An up to date safeguarding policy will support this process as will Part 1 of KCSIE 2020.

At Rainbow Forge Primary Academy, we understand that it is essential that people who are unsuitable are not allowed to work with children or gain access to them. Where we recruit new staff, we will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in Part 3 of KCSIE. In response to COVID-19, the Disclosure and 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.

Volunteer adults will not be used in our Academy at this time. However, should a time arise where we are being supported in the Academy by volunteers as a last resort, we will continue to follow the checking and risk assessment process as set out in our main Safeguarding Policy. Under no circumstances will we allow a volunteer who has not been checked to be left unsupervised or to work in regulated activity.

We will continue to follow our legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm to, a child or vulnerable adult and will consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's '[Teacher misconduct advice for making a referral](#)'. During the COVID-19 period all referrals will be made by emailing Misconduct.Teacher@education.gov.uk.

Whilst acknowledging the challenge of the current environment we will continue to keep our single central record (SCR) up to date.

Online Safety

There is a high priority placed on this aspect while the vast majority of our pupils are at home. Some pupils will more than likely be accessing increased 'screen time'. At Rainbow Forge Primary Academy we will ensure appropriate filters and monitoring systems are in place to protect pupils when they are online on the Academy's IT systems, or on recommended resources. Rainbow Forge Primary Academy will work closely with LEAD IT to maintain safe IT arrangements. We will ensure that all online and remote learning tools are GDPR and statutorily compliant.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any concerns will be dealt with as in the Safeguarding policy and, where appropriate, referrals will continue to be made to social care and as required the police.

We always consider the safety of the children when they are asked to work online. The starting point for online teaching follows the same principles as set out in our Online Safety policy and Remote Learning Addendum. These policies include acceptable use of technologies, staff pupil/student relationships, and communication, including the use of social media. These policies apply equally to any existing or new online and distance learning arrangements which we are introducing.

An essential part of the online process we will be ensure children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

We will ensure that pupils, parents and staff have access to support and advice in making sure that online and remote learning is done in a safe way which minimize the risks to all.

As we are in regular contact with parents and carers through Class Dojo and email, we will use those communications to reinforce the importance of children being safe online. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access, and be clear who from the school (if anyone) their child is going to be interacting with online.

At Rainbow Forge Primary Academy we realise that some parents may choose to supplement our online offer with support from online companies and, in some cases, individual tutors. In our communications with parents and carers we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Rainbow Forge Primary Academy will ensure it tracks our pupils' engagement with remote learning and will take steps to ensure pupils comply with expectations regularly. (See Remote Learning Addendum).

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

Date of issue: January 2021

Appendix 1 – Local Authority Safeguarding arrangements during COVID 19

Safeguarding Sheffield Children Board are updating their advice to schools regularly as the government brings in new advice. Up to date information can be found at their dedicated page – <https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/coronavirus-or-covid-19>

Sheffield released the following advice to schools on 24th March 2020

Protecting Vulnerable Children and Young people – COVID-19

During this period all key agencies across Sheffield will continue to work to protect all of our vulnerable children, young people and young adults who have complex needs or might be, or are, at risk of harm. The impact of the virus, and the requirements associated with the government guidance for social distancing and self-isolation, has already created a reduction in our capacity. In order to prioritise protecting the most vulnerable children and young people we propose the following arrangements are, wherever possible delivered by schools;

- To remain open so that children and young people on the vulnerable young people list can attend
- Confirm 'Seen' children and young people on the vulnerable children young people list – either because they are in school or they have been visited.
- Escalate children and young people on the vulnerable children and young people list not seen to Sheffield City Council – where possible with the reason why they have not been seen (from telephoning the family).
- Provide a Free School Meal to those attending
- Distribute a Free School Meal to all Free School Meal children

The government guidance indicates schools will continue to support vulnerable children, and they should be encouraged to attend as school is known as a protective factor for children receiving the support of a social worker. We are balancing this carefully with the urgent need to reduce social contact right across society to support our work to reduce the spread of coronavirus (COVID-19). We have provided schools with a list of all of the children identified as our 'most vulnerable', this includes all children in your school with a CIN or CP plan and children assessed as needing to be in school with an Education, Health and Care Plan or CLA plan. This has been cross referenced with the safeguarding list schools hold, and updated to include any additional children they feel would become 'most vulnerable' if not able to attend school.

The following guidance has been produced to support schools to deliver the arrangements identified above.

Visits

School staff are legally able to undertake a visit under delegated authority to deliver the Local Authority Duty of Care

The Children Act (1989) gives the Local Authority the power to intervene in private matters in order to protect and promote the welfare and education of all children within their governed area.

The Education Act section 175(1) states:

"A Local Authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children."

Home Visits

If a child has stopped attending and there has been no contact explaining the absence, the school should attempt to make contact with the family by phone and, unless the family are self-isolating, make a home visit. If contact can still not be made with the family, this should be escalated to the Local Authority, initially through the MAST service.

The school will complete the home visit template and share this with the local authority.

If at any stage of the process immediate safeguarding concerns are identified and it is believed that the child is suffering harm, the schools should seek advice from the Sheffield Safeguarding Hub in line with existing safeguarding procedures.

Information Sharing

It is important that agencies share information in the best interests of the child in accordance with local information sharing protocols, the Data Protection Act 2018 and the General Data Protection Regulations.

However if there is reasonable cause to suspect that a child's welfare may be compromised or it is not possible to make contact with the family, information may be shared without the individual's or parent's consent/ knowledge.

Appendix 2 – Safe and Well Protocols

Welfare calling and checks on vulnerable pupils during school closure.

The Academy will:

- Notify all social workers of the parents/carers decision whether to send their child into school (ideally via email or letter) and write to all parents concerned stating the academy is happy to support their child and that their initial decision does not have to be final. The academy may change its approach as time goes on if there are warning flags from contacts that suggest any pupils are in difficulties and at risk. Keep pupil's social workers informed with the academy's views after contact with the pupil.
- Complete a risk assessment and send a copy to the relevant worker, family and keep a copy on MyConcern for academy records.
- Set up a running record of concern on MyConcern for your CP and vulnerable pupils so a record of contact with families and relevant agencies can be kept. Upload any risk assessments completed for these pupils. (see attached risk assessment form)
- Contact **CP families every 3 days and CIN families once per week to check on welfare**. Any student who you think should be in but doesn't turn up should be contacted daily as per normal attendance procedures.
- Home Visits for CP and the most vulnerable – consider 2 members of staff, travel separately, avoid contact, view through windows.
- Those vulnerable students who do not 'meet' the published criteria of having a social worker, can be invited to attend school at the discretion of the safeguarding team. If it is felt that any of these pupils raises concerns further support of a school pace will be made.
- A list of vulnerable students will be made whom will be contacted on at least a two weekly basis.
- There is no need to call CIN/CP students daily when parents have said they won't be sending them in. Of course if there is need to ring it would be sensible to reinforce that provision is available in school for their child.

Appendix 3 – Vulnerable / CP / CIN pupil risk assessment form

Sample risk assessment: Vulnerable / EHCP Pupils – School or home
<ul style="list-style-type: none">• This to be completed by the school to document the reasoning why the child is in school or at home and any risks associated with this.• The completed risk assessments should remain on site.• Reviews should be undertaken on a regular basis and if any circumstances change. The frequency of the review will depend on the remaining risks but could be weekly, fortnightly or monthly.
<p>Safe and Well checks:</p> <p>Identify the level of support or safe and well checks required based upon your risk assessment of students.</p> <p>Record all contact on CPOMS/MyConcern/other safeguarding records.</p> <p>Possible Safe and Well stages:</p> <ol style="list-style-type: none">4. Monitor attendance through online learning platform5. Phone calls to check children are safe and well – use of school phones6. Home Visits for most vulnerable – consider 2 members of staff, travel separately, avoid contact, view through windows
<p>Background:</p> <p>13. Do vulnerable children have to continue to go to school?</p> <p>There is an expectation that vulnerable children who have a social worker will attend school, as long as it is safe for them to do so. In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and school should explore the reasons for this, directly with the parent, and help to resolve any concerns or difficulties wherever possible.</p> <p>Where parents are concerned about the risk of the child contracting the virus, the school or social worker should talk through these anxieties with the parent following the advice set out by Public Health England.</p> <p>Providers may also want to consider how to encourage children and young people to attend provision. Social workers will remain in contact with vulnerable children and families, including remotely if needed.</p>
<p>20. Do all children and young people with an EHC plan need to continue at school?</p> <p>Schools, colleges, other training providers and local authorities will need to consider the needs of all children and young people with an EHC plan, alongside the views of their parents, and make a risk assessment for each child or young person. They will need to consider a number of different risks to each individual, including:</p>

- 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		

Appendix 4 – EHCP/SEND pupil risk assessment form

Those with an EHC plan should be **risk-assessed by their school or college** in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carer’s therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home’.

Fundamentally, schools, settings and parents must first consider: Does the child have one parent who isn’t a key worker and who can safely meet the child’s needs at home? These children should remain at home.

If considering sending the child to school, school staff should consider with the child’s parents about the following risks across home and school contexts:

- Risks to the child or young person (CYP), including their physical health and emotional wellbeing.
- Risks to the family, including their physical health and emotional wellbeing.
- Risks to the setting, including the safety of other CYP and adults.

Things to consider:

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

<p>School routine is significantly different, which is likely to cause confusion/distress for CYP with SEND.</p> <p>Absence of adults who have a relationship with the CYP, potentially increasing distress and reducing effectiveness of care.</p> <p>Setting may have reduced capacity and/or knowledge to positively manage complex SEND including behaviours of concern putting other CYP and adults at risk.</p>	<p>Protects child, siblings or other family members from risk involved in staying at home.</p> <p>Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks.</p>
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Risk Assessment	Pupil with an EHCP or significant SEND which may make them Vulnerable
Pupil Name	
D.o.B.	
School	
Completed by	

Risks to the child or young person, including their physical health and emotional wellbeing

Benefits	Risk

Risks to the family, including their physical health and emotional wellbeing

Benefits	Risk

Risks to the setting, including the safety of other CYP and adults.

Benefits	Risk

Final decision and reasoning

In school <input type="checkbox"/>	At home <input type="checkbox"/>
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Actions already taken by the school to support the child at home (if applicable)

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Further and ongoing actions to be taken by the school			
Action	By Whom	Target Date	Completed
Reviews	Agreed Review frequency:		
Date:	Changes:		
	1 st version		

Appendix 5 – Interim Procedures for Pupils and Parents/Carers to Contact the Academy and Report Peer-on-Peer or Other Forms of Abuse

At Rainbow Forge Primary Academy we want to be available to our pupils and parents/carers as much as possible during closure. We recognise that while school is closed parents and pupils may have a number of concerns regarding home learning, emotional well-being and safeguarding issues, as well as needing practical support with access to facilities. We have a number of ways that we will contact families and they can contact us.

Website – ‘Report a Concern’ Button

On our website homepage you will see a button named ‘Report a Concern’. This opens a simple reporting tool for children to use to tell us about safeguarding concerns. The button works by sending an email directly to the head teacher and DSLs who can then get in touch with the child.

Dojo

All families are signed up to the Dojo app. Every school day class teachers will update class learning platforms with an expectation that children will respond to each question or task. These interactions will include:

- A friendly welcome video each morning
- Children being asked how they feel using a 5 point scale with opportunity to expand and tell their teacher about their emotions.
- Learning tasks set as outlined in a class timetable to give children routine and experiences of a variety of subjects across the curriculum.
- Specialist teachers setting foundation subject learning tasks.
- PSHE tasks and discussions to allow children to reflect on keeping safe.

Children’s responses via their learning platform can only be seen by the teachers assigned to that class and give opportunity for them to share their thoughts and experiences. Responses can be through writing, drawing, photos and videos so that children get a real sense of interactivity with teachers.

Parents can also message teachers directly to ask for help and support or report safeguarding concerns, teachers will always be available throughout school hours. Parents can also message Jane Loader (Head teacher & DSL) and Ruth Beckett-Singh (DDSL & Assistant Head) with any concerns or questions and they will be responded to directly. This is a confidential messaging and provides opportunity for families to directly report safeguarding concerns, including peer on peer abuse, to the team. Some families will be contacted directly via Dojo messaging by the safeguarding team to offer support.

The school story on Dojo is used as a notice board for messages from leadership and safeguarding team to families. The school story will also be used to celebrate positive messages from our community and create interactive art experiences by our specialist art teacher.

Email

We will continue to use email as a way to communicate with parents, we will use this for more complex information such as accessing free school meals vouchers.

The safeguarding team’s email addresses are listed in the policy above for parents/carers to contact the team with safeguarding concerns.

Phone

The school office will be staffed every morning during closure. Members of the community who have safeguarding concerns can call and ask to speak to the on duty DSL. If a DSL is not available, a message will be passed onto them to call back.

Families who have a social worker will be phoned at least weekly by the safeguarding team (contact may also be made via dojo), children in these households will be asked to speak directly to staff as part of their safe and well check.

Other families will be phoned as the safeguarding team feel necessary or as arranged with parents/carers.

In School

For parents/carers whose child is attending school because they are key workers or their child is vulnerable, there is opportunity to speak to staff at drop off and pick up time. A staff member will meet parents/carers at the gate where advice can be given or messages for the safeguarding team can be taken, a member of the team will then call the family back.

How the safeguarding team will respond to concerns

Should staff working remotely receive a message from a pupil, parent or carer indicating a safeguarding concern, including peer on peer abuse, they are to pass it onto the safeguarding team in a timely manner. All staff have the personal phone numbers for DSLs and access to Microsoft teams video call and should speak to a member of the team. Non urgent concerns should be passed onto the safeguarding team via My Concerns.

Staff working within school during the closures should speak confidentially to the DSL on duty at the earliest opportunity, or phone a member of the team if no DSL is on site.

When concerns come to the safeguarding team normal procedures are followed. DSLs will speak to each other to allow discussion around decision making for next steps. Social workers will be informed via their work mobiles and new referrals will be called into the Sheffield Safeguarding Hub. Lower level concerns will be referred into the academies assigned MAST worker (with parent/carers consent) who will offer remote phone support and access to support services. All communication, decisions and rationales will be recorded on My Concerns. A weekly virtual meeting will take place between the safeguarding team to discuss each vulnerable child.