

Safeguarding Arrangements update for 1st June 2020

Safeguarding update (related to DfE guidance on Covid-19 Context)

The COVID-19 addendum to the safeguarding and child protection policy has been updated to reflect the various sets of new guidance relating to safeguarding.

Changes have been identified through the 'review' function to allow you to easily see what has been updated. I believe that it is probably easier to accept this new version and then update the localised sections once again (relevant to your academy), many of which can be copied and pasted in directly. If I have removed any words I have explained this in the comments. If I have added words – they appear highlighted in **pink**.

ACTION: Please remove all comments by right clicking them and then clicking 'delete comment' and remove the pink highlights before publishing your updated version of the addendum to stakeholders on your website. You do not need to keep the old version for records (though I will retain the *master* for reference).

Pupils with an EHCP:

Assess the number of pupils with EHC plans returning and **ensure arrangements are in place to keep them and the adults with whom they will be working, safe** (DfE guidance on children with SEND [here](#) and guidance on risk assessments [here](#)). There has been a change of emphasis for pupils with an EHCP who are now 'expected to attend' (regardless of year group) unless the Risk Assessment (RA) judges that the pupil's health is prohibitive to this.

Academies will ensure RAs are kept up to date so that pupils can be brought back in, in any year group, where circumstances change, for **example if it is becoming unsustainable for parents and carers to care for their child week-round**.

You must consult the parents each time you do a review of the RA.

This includes children and young people who are placed in special units and resourced provision attached to a mainstream school, since they are recorded on the roll of the mainstream school.

Review cycle for pupils with an EHCP RA:

For children with an EHCP who are not attending – the review cycle must remain at least every three weeks to assess if anything has changed for that pupil that means that they should start to attend.

For pupils with an EHCP who are attending the academy daily (for no less than a period of three weeks) the RA has become redundant and therefore no longer requires regular review. If the situation changes the RA review cycle should be revisited.

Vulnerable Pupils:

The definition of vulnerable has been expanded and now consists of:

- CP
- CIN
- CIC & **post CiC (included adopted)**
- **Young Carers**
- EHCP (with RA)
- **NEET (at risk of becoming) (Y11 already being supported)**
- **Those in temporary accommodation**

- **‘Otherwise Vulnerable’:** Children that YOU assess as vulnerable (OR the LA does) that could benefit from continued attendance (any year group) – YOUR discretion. **You might consider more of these now.**

ACTION(S): Academies, together with other relevant partners such as local authorities, where appropriate - should:

- identify pupils who may fall into this ‘*otherwise vulnerable*’ category - noting that the examples given above do not constitute an exhaustive list of children and young people who might be ‘otherwise vulnerable’
- contact these children and young people and their parents/carers to make them aware that they are eligible for a place
- encourage their attendance, where it is appropriate, and if absent, follow up with the parent/carer to explore reasons for absence

ACTION: Ensure that the *vulnerable student* RAG system/spreadsheet is up to date with ALL children within these (expended) categories to allow you to continue to monitor your ‘vulnerable’ children list (see section on attendance).

ACTION: Assess the number of vulnerable pupils and ensure appropriate support is in place for them (DfE guidance on supporting vulnerable pupils [here](#)).

Mental Health and Wellbeing:

Where Pupils mental health or wellbeing may have suffered in the Covid context away from the academy:

ACTION: Consider pupils’ mental health and wellbeing and identify any pupil who may need additional support so they are ready to learn (pre-return phone calls have started this process – please ensure that colleagues have read the guidance on MH to support them in making these calls for early identification of where a pupil may need additional support). Public Health England has published [guidance on supporting children and young people’s mental health](#), [Every Mind Matters](#) and [advice for groups with specific mental health needs](#)

ACTION: Audit wider (local) family services supporting mental health, bereavement, domestic violence etc. in order to be able to signpost/refer families where required. Produce a document that details what can be offered within the academy and what would likely require an external referral with family support to access additional support for a pupil. This should be information on one page that colleagues can easily refer to and that can be uploaded to your website.

This should empower more colleague to offer signposts to pupils and families in need and create clear expectations of what the academy can and cannot offer as well as reducing familial barriers to external referrals that are made to support a pupil. See guidance linked above and recapped previous guidance/links below.

Educational Needs of Vulnerable Pupils:

ACTION: Assess where pupils are in their learning, and agree what adjustments may be needed to the curriculum over the coming weeks (recovery curriculum)

ACTION: Identify and plan how best to support the education of high needs groups, including disadvantaged pupils, SEND and vulnerable pupils

Attendance:

Vulnerable pupil's **attendance 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.

Vulnerable children and young people - regardless of year group - *that have not been attending in the recent period are expected to return* to nursery, early years, school or college provision where this would now be appropriate for them to do so.

In circumstances where a parent or carer does not want to bring their child to an educational setting, the social worker and educational setting should explore the reasons for this directly with the parent or carer. These discussions should focus on the welfare of the child and the benefits of attending educational settings for this group.

Recording Attendance:

Academies must now resume taking an attendance register on SIMs. You must use the codes suggested on this guidance to [record attendance and absence](#) in the attendance register.

Code X to be used for pupils who are not required in the academy for that session/not eligible for a place (yet)

This may also include children who are in an eligible year group but are not required in school for a specific session, i.e., year 10 and year 12 pupils who are not among the quarter of pupils expected in school at a given time.

Code Y to be used for pupils who are eligible but who do not attend for whatever reason (choice, isolating, shielding, exceptional circumstances, RA outcomes for EHCP).

All vulnerable children that are not attending that session would be code Y.

You must note the reason for non-attendance within your system.

Pupils who are attending *other* schools

Where a pupil is attending:

- another school at which they are registered (for example, a pupil referral unit (PRU)), as would normally be the case, **code D** (dual registered) should be used to indicate that the pupil was not expected to attend the session in question as they are attending the other school at which they are registered (or X/Y in line with above if they do not attend that session).
- a host school on a temporary basis (because your academy cannot accommodate them), the pupil will NOT be registered at the host school. Your academy will record the pupil as attending an approved education activity **using code B** (off-site educational activity) - the host school does not need to add this pupil to their attendance register but should keep a record of their attendance for safeguarding purposes and include the child in their daily totals for the educational setting status form - schools should put in place arrangements whereby the host school notifies the home school of any absences.

ACTION: Ensure relevant colleagues understand the codes that must be used and have access to the wider guidance to refer to as needed.

You must continue to submit daily attendance figures using the [educational setting status form](#) by midday everyday.

The vulnerable pupil spreadsheet will continue to be maintained as you have been doing (this becomes your 'vulnerable pupil list' mentioned above) to help to see what is predicted that week. It also ensures all safeguarding/pastoral teams can access categories and see/share. It also facilitates regular discussions re: RAG ratings and is updated regularly, including following SW notifications etc.

The management of peer on peer abuse/bullying:

The safeguarding addendum for June goes into significantly more detail about the procedure for managing disclosures of peer on peer abuse/bullying to:

- Acknowledge that more disclosures are likely to be made as more pupils return to academies and that wider teams/colleague may need to pick up some of the work supporting pupils who have been part of an incident of peer on peer abuse/bullying.
- Acknowledge that the lack of face to face access to an alleged perpetrator or alleged victim may hinder the process of managing disclosures of this nature (which are often very complicated) but also provide a basic framework and time scale to address the issues/incidents.
- Ensure that disclosures of this nature of managed within the same procedure consistently and overseen by the DSL.

ACTION: Ensure that all colleagues are familiar with the updated procedure (linked to the Anti-bullying Policy) for managing incidents/disclosures of peer on peer abuse/bullying. They must be handled and recorded consistently within the procedure.

If there is a concern with the procedure as it is written in the addendum – please contact Sarah Bloomer directly to discuss it rather than changing the addendum.

The management of wider safeguarding issues:

ACTION: Consider how to respond to potential increase of safeguarding concerns

This may require some discussion with your Regional Education Director regarding moving or sharing resource (human form). You might also consider here the expected additional amounts of disclosures around domestic violence, physical altercations resulting from online peer on peer abuse during 'lockdown', reports of bullying and the pupils that you have identified as needing additional support with mental health upon their return.

- Expect a surge in peer on peer youth violence when lock down is lifted, in whatever form, but particularly when return to schools.
 - Some will stem from **issues which have developed online** whilst in their bubbles and this will be the first time that they will have been able to 'resolve' it.
 - There has already been an increase in hate crimes, particularly towards Chinese and SE Asians.
 - There has been an increase in unexplained injuries for babies - no grandparent support and more siblings carrying the children around
 - Assault and violence are the biggest reasons for arrest in youths
 - there has been, and will be many more when pupil return to schools, disclosures following DV in the home
 - The County Lines situation has not changed very much during lock down...
- *my thanks to Duncan Carmichael for attending the police update and taking these notes for us.

Advice on when to call the police (in line with the regent guidance) is attached as a PowerPoint (file name CYP schools guide) with flow charts that can be printed and pinned up in staff rooms or offices. These can be referred to on safeguarding SharePoint (or however you share info) and/or used as a mini staff training to go with any cascade training you want offer to your staff after seeing Alison Cope's session on 28th May on Youth Violence (recording of the session has been shared).

Working with our Alternative Provisions:

Alternative provision (AP) settings should follow the same principles and guidance as mainstream schools and welcome back, from the week commencing 1 June, all children in reception, year 1 and year 6.

AP settings do not have a year 12, so they should also offer some face to face contact for students in year 10 and year 11 to supplement their remote education, as they are approaching key transition points. Pupils who are considered to be vulnerable - as per the definition above - should be encouraged to attend provision regardless of their year group, where attendance is appropriate.

In line with the advice for mainstream provision, as much as possible, protective measures should be adhered to and class or group sizes should be small, as set out in [implementing protective measures in education and childcare settings guidance](#).

Recapped Previous guidance and links for supporting Mental Health and Wellbeing:

Children's Society – dealing with conflict

The Children's society asked one of their well-being practitioners to share her top tips for dealing with conflict at home.

<https://www.childrenssociety.org.uk/news-and-blogs/our-blog/dealing-with-conflict-at-home>

Young Minds Helpline (Parents and young people)

If there are concerns about a young person's mental health during this difficult time, you can contact the Young Minds Helplines.

Parents Helpline: If you are a parent who needs advice about your child's mental health you can contact the Parents Helpline directly on 0808 802 between 9:30am-4pm

YoungMinds Crisis Messenger: If you are a young person experiencing a mental health crisis you can text YM to 85258 for free 24/7 support

The Young Minds website is here: <https://youngminds.org.uk/>

Heads Together

Heads Together have published a free toolkit with resources and tips to help address anxiety arising from these challenging times. The toolkit includes a booklet to support schools, videos to provide practical guidance and tips to schools, parents and carers about coronavirus (COVID-19) and mental health, activities to ease anxiety that can be done at school or at home and other helpful advice, helplines and resources for adults and children.

<https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-health-and-wellbeing-resources.pdf>

Sarah Bloomer – Director of Safeguarding (29th June 2020)