

**COVID-19 school closure arrangements for Safeguarding and Child Protection at
The Bishops' Blue Coat High School**

School Name: The Bishops' Blue Coat Church of England High School

Policy owner: Helen Cairns

Date: 14th September 2020

Date shared with staff:

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.

In July 2020 the DFE published guidance for the full re-opening of schools in September. This was updated in August alongside guidance on how schools can plan for Tier 2 restrictions. Links to this guidance can be found below

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/how-schools-can-plan-for-tier-2-local-restrictions/how-schools-can-plan-for-tier-2-local-restrictions>

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

This addendum of the school's Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements to support staff, parents and carers in safeguarding children:

Key contacts

| Role | Name | Email |
|--------------------------------------|------------------------------|--|
| Designated Safeguarding Lead | Helen Cairns | hcairns@bishopschester.co.uk |
| Deputy Designated Safeguarding Leads | Stephen Moffatt Liz Evans | Smoffatt@bishopschester.co.uk Levans@bishopschester.co.uk |
| Headteacher | Ian Wilson | lwilson@bishopschester.co.uk |
| Chair of Governors | David Walsh | dwalsh@bishopschester.co.uk |
| Safeguarding Governor / Trustee | Jane Jones | Jjones@bishopschester.co.uk |
| Health and facilities manager | Sarah Hewitt | shewitt@bishopschester.co.uk |

When this policy applies

All students, in all year groups will return to school full time from the beginning of the autumn term. Returning to school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of education and children's future ability to learn, and therefore we need to ensure all students can return to school for the autumn term.

At all times staff must have regard to the statutory safeguarding guidance, Keeping Children Safe in Education and the Safeguarding Policy. Schools have been asked to plan for the possibility of local restrictions and consider the needs of students who are absent from school due to COVID – 19. Alongside the Continuity of Education Plan, this information supports safeguarding and welfare of students.

Continuity of safeguarding

- A) *Continuity of safeguarding* for groups of students learning remotely due to a large group or 'bubble closure' or when a school is classified as tier 2 – when groups of students are learning remotely
 - B) *Continuity of safeguarding* for students that are self-isolating
 - C) *Continuity of safeguarding* for tier 3 and tier 4 – when the school is closed to all students apart from key worker and vulnerable students
- A) Continuity of safeguarding for groups of students learning remotely or when a school is classified as tier 2 – when groups of students are learning remotely on a rota system:**
- Following guidance from DFE and PHE groups of students maybe required to self isolate because they have been in contact with a student who has tested positive for COVID – 19
 - In the event of a group of students self-isolating the following process will happen

| Groups of students learning |
|--|
| 1. Headteacher communicates with all students/parents/staff that a group of students will be self-isolating. 'Bubble' closure letter will be sent detailing provision for remote learning. In most cases, this would be in effect from the next school day for up to 14 days. Key worker and vulnerable students must also self isolate if they have been a close/direct contact. |
| 2. Inclusion teams identify vulnerable students from social inclusion spreadsheet and communicate with parents/carers and multi agencies to alert them to the fact that the group is working remotely for the a period of 14 days and agree on support. |
| 3. Year Leader shares Living Well and Soul Session Assemblies (2 per week). Year Leader may also want to share additional notification/assembly via SMHW. |
| 4. Form tutor shares a form time activity from form time resources (1 per week). Other wellbeing and relationships education resources shared in form time by Leader for Lessons for Life or Head of Careers and Work Related Learning. |
| 5. Form tutor makes personal contact with each tutee (1 per fortnight) ia SMHW and either email or call each parent. Suggested wording below. |
| <p><i>Hi X</i></p> <p><i>I hope you are well and working through your remote learning. Just checking in to see how you are doing. I am missing all that form time offers and looking forward to seeing you all back soon. Please get in touch if you would like me to call you or your parents.</i></p> <p><i>Hi Mr/Mrs Y</i></p> <p><i>As my form group are learning from home over the next fortnight, I just wanted to check in and see how they were getting on with their remote learning and check to see if there's anything I can do to support.</i></p> <p><i>See Appendix 2 taken from home booklet May 2020 for further guidance and relevant safeguarding follow ups</i></p> |
| 6. Form tutor indicates on central spreadsheet that contact has been made. |
| 7. Children eligible for free school meals provision to be confirmed |

- Following guidance from DFE schools may need to respond to local restrictions and become a tier 2 school which will mean that the school will operate a rota system. This is likely to be 10 days on site and 10 days off site. Full-time on-site provision should remain available for all vulnerable children and young people, who are expected to attend full-time, and for the children of critical workers who require this.

| Groups of students learning remotely due to tier 2 |
|---|
| 1. Headteacher communicates with all students/parents/staff that the school has moved to a rota system. 'Tier 2' closure letter will be sent detailing provision for remote learning. In this letter parents will be made aware that key worker and vulnerable children will still be able to remain on site. |
| 2. Inclusion teams identify vulnerable students from social inclusion spreadsheet and communicate with parents/carers and multi agencies to offer them on site learning. Key worker and vulnerable students will work from their Year Group bubble in an ICT classroom and will access remote learning |

| |
|--|
| set by their class teachers. They will have their breaktime and lunchtimes according to their scheduled timetable in their designated zones. |
| 3. Students must not return to on-site provision if they are self-isolating, even if their rota group is scheduled to be at school that week. Attendance will alert all relevant staff if a student is unwell or tests positive for COVID – 19 when learning remotely so staff know student is unable to complete tasks to deadlines. |
| 4. Year Leader shares Living Well and Soul Session Assemblies (2 per week). Year Leader may also want to share additional notification/assembly via SMHW |
| 5. Form tutor shares a form time activity from form time resources (1 per week). Other wellbeing and relationships education resources shared in form time by Leader for Lessons for Life or Head of Careers and Work Related Learning. |
| 6. Form tutor makes personal contact with each tutee (1 per fortnight) ia SMHW and either email or call each parent. Suggested wording below. |
| <p><i>Hi X</i></p> <p><i>I hope you are well and working through your remote learning. Just checking in to see how you are doing. I am missing all that form time offers and looking forward to seeing you all back soon. Please get in touch if you would like me to call you or your parents.</i></p> <p><i>Hi Mr/Mrs Y</i></p> <p><i>As my form group are learning from home over the next fortnight, I just wanted to check in and see how they were getting on with their remote learning and check to see if there's anything I can do to support.</i></p> <p><i>See Appendix 2 taken from home booklet May 2020 for further guidance and relevant safeguarding follow ups</i></p> |
| 7. Form tutor indicates on central spreadsheet that contact has been made. |
| 8. If the rota system is in operation for two cycles of the timetable all form tutors will be expected to contact each tutee by phone. Speak to student and parent/carer. Details of this can be logged on IRIS as per Learning from Home link booklet(May 2020) |
| 9. Inclusion teams will have more frequent contact with vulnerable students identified at Social Inclusion. This is likely to include TEAMS sessions with student and parent/carer. |
| 10. Children eligible for free school meals provision to be confirmed |

B) Continuity of safeguarding for students that are self isolating

- Following guidance from DFE and PHE students maybe required to self isolate for a number of reasons (See appendix)
- In the event of a student self-isolating the following process will happen

| |
|---|
| Process for individual students learning remotely: |
| 1. Attendance or reception alert YL/PSO regarding absence. This is marked X on the register. |
| 2. Attendance send self-isolation letter with details of remote learning, student timetable and record of learning sheet. |
| 3. If negative test result student returns to learning between 2 – 3 days. |

4. If isolating for 10 days or 14 days attendance officer will make a welfare call two days prior to expected date of return and will email tutor/YL/PSO with any concerns raised.
5. On return to school tutor takes time to complete progress interview to go through record of learning sheet. See Progress interview sheet template.

C) Continuity of safeguarding for tier 3 and tier 4 – when the school is closed to all students apart from key worker and vulnerable students

| Groups of students learning remotely due to tier 3, 4 |
|--|
| 1. Headteacher communicates with all students/parents/staff that the school has closed to all students apart from key worker and vulnerable children will still be able to remain on site. Remote learning timetable will initiate. |
| 2. Inclusion teams identify vulnerable students from social inclusion spreadsheet and communicate with parents/carers and multi agencies to offer them on site learning. Key worker and vulnerable students will form one bubble and work from a designated classroom. |
| 3. Students must not return to on-site provision if they are self-isolating, even if their rota group is scheduled to be at school that week. Attendance will alert all relevant staff if a student is unwell or tests positive for COVID – 19 when learning remotely so staff know student is unable to complete tasks to deadlines. |
| 4. Year Leader shares Living Well and Soul Session Assemblies (2 per week). Year Leader may also want to share additional notification/assembly via SMHW |
| 5. Form tutor shares a form time activity from form time resources (1 per week). Other wellbeing and relationships education resources shared in form time by Leader for Lessons for Life or Head of Careers and Work Related Learning. |
| 6. Form tutor makes personal contact with each tutee (1 per fortnight) ia SMHW and call each parent. Suggested wording below. <i>Hi X</i> <i>I hope you are well and working through your remote learning. Just checking in to see how you are doing. I am missing all that form time offers and looking forward to seeing you all back soon. Please get in touch if you would like me to call you or your parents.</i> <i>Hi Mr/Mrs Y</i> <i>As my form group are learning from home over the next fortnight, I just wanted to check in and see how they were getting on with their remote learning and check to see if there's anything I can do to support.</i> <i>See Appendix 2 taken from home booklet May 2020 for further guidance and relevant safeguarding follow ups</i> |
| 7. Form tutor indicates on IRIS neutral as per learning link from home the details of communication |
| 8. Support staff will be identified by inclusion team as link staff to support form tutors as per learning link from home programme. |
| 9. Inclusion teams will have more frequent contact with vulnerable students identified at Social Inclusion. This is likely to include TEAMS sessions with student and parent/carer. |
| 10. Children eligible for Free School Meals provision to be confirmed |

Full-time provision for priority groups

Children of critical workers and vulnerable children and young people will be expected to be able to access full-time on-site provision at all tiers of restriction unless they are self-isolating either as an individual/household or because their 'bubble' is self-isolating.

Vulnerable children

Vulnerable children and young people include those who:

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

We will take all steps to ensure that all vulnerable children and young people are able to access full-time on-site provision by strongly encouraging their continued full-time attendance. All instances of non-attendance from vulnerable children and young people will be followed up by a member of the inclusion team. Members of the inclusion team will

- work together with the local authority and social worker (where applicable) to strongly encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate.
- follow up with the parent or carer any absences, discussing their concerns using supporting guidance, considering the child's circumstances and their best interests

If the parent/carer of a vulnerable child wishes for their child to be absent from school during their rota group's scheduled time at home, they should notify the school. This absence will be granted.

Critical/key workers

Critical workers include those who work in key sectors as specified in guidance on critical workers who can access schools or education settings.

Where critical worker parents and carers notify a school that their child requires full-time on-site provision during the weeks that their rota group is scheduled to be at home, the school should make this available. However, as with vulnerable children, parents of critical workers should then let their school know if their child will not be attending during this period, and schools should grant a leave of absence to all critical workers' children.

Where schools are operating a rota system, students in both these priority groups will be integrated into rota groups and attend on-site provision in the same way as other students from their rota group during

their scheduled time on-site. During the period the rest of their rota group is at home, children in these priority groups will remain where possible in their year group bubbles.

Supporting vulnerable children

Vulnerable students are assigned a designated key person. This could be someone from the inclusion team or a Teaching Assistant, Form Tutor or other named member of staff. The designated key person will have frequent contact with the parent/carer and child and will ensure that all communication is recorded on CPOMS or IRIS and communicate any actions arising to other staff or multi-agency staff.

The Designated Safeguarding Lead will host Social Inclusion Meetings remotely once a fortnight. This will involve inclusion teams and will enable the Safeguarding Lead to review the procedures in place to support vulnerable students and take further action where necessary.

The Local Authority may require information to be shared with them regarding the support for vulnerable children. The Local Authority categories are coded red/amber/green. The same codes are used by the inclusion team for clarity of communication. These can be found in Appendix 3.

Attendance monitoring

Missing out on more time in the classroom risks students falling further behind. School attendance is mandatory and the attendance policy applies. This stipulates:

- parents' duty to secure that their child attends regularly at school where the child is a registered student at school and they are of compulsory school age
- schools' responsibilities to record attendance and follow up absence
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct

Attendance will be monitored by the attendance team and reviewed by the inclusion team once a fortnight in Social Inclusion meetings.

Non-attendance for COVID – 19 related reasons

There are clear guidelines specifying reasons why a student must not attend school due to self isolation because of COVID – 19. These reasons are outlined in Appendix. The school has communicated with parents clear expectations and procedures relating to COVID – 19 absences. Information is also available on the website. This includes emailing attendance@bishopschester.co.uk to alert the school of suspected COVID – 19 absences and emailing test results to testresult@bishopschester.co.uk.

<https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year>

Supporting children not in school

Bishops' is committed to ensuring the safety and wellbeing of all its children and young people. Bishops' recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. Staff are aware of this in setting expectations of students' work where they are at home. Form time, worship and wellbeing resources will

be also set as part of student's remote learning programmes. The school will also share safeguarding messages on its website and social media pages.

Supporting children in school

We 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 student ratio numbers are appropriate, to maximise safety. These measures are outline in the most recent COVID- 19 risk assessment.

We will continue to refer to Government guidance for education and childcare settings, advice from Public Health England and work with the Local Authority to ensure risks to all members of the school community are restricted.

If concerns are raised about measures taken to ensure staff and student health and safety in school these will be raised with a member of the Senior Leadership team, Health and Facilities Manager or Safeguarding Team.

Online safety in schools and colleges

Bishops' 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.

Supporting parents with online safety

There is a lot of support available to keep students safe online. Below are some useful links to help parents and carers ad these should be shared with parents and available on school information websites:

<https://www.thinkuknow.co.uk/> (advice from the National Crime Agency to stay safe online)

<https://www.internetmatters.org/> Internet matters (support for parents and carers to keep their children safe online)

<https://www.net-aware.org.uk/> (support for parents and carers from the NSPCC)

<https://www.ceop.police.uk/safety-centre/>(support to keep children and young people safe from sexual abuse and grooming online)

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 Safeguarding 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 code of conduct. Staff have been briefed on the safeguarding implications of online learning. If staff are teaching a lesson using **MICROSOFT TEAMS** or videoing a pre-recorded message, assembly or briefing for students, the following must be considered.

- Staff must wear suitable clothing.

- Only members of Bishops' staff or volunteers should be videoed and shared. Staff should not video members of their family.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Language must be professional and appropriate.
- Staff must only use platforms specified by senior managers and approved by our IT network manager.
- Additionally, staff may use live video calling for conference calling or teams meetings with other Bishops' staff, volunteers or multi agency workers. When this is the case staff must still consider the points above. Training on platforms for this can be provided for staff by the IT network team should it be required.

Bishops' will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Microsoft Teams and Safeguarding

- Ideally you will stage the teams calls from school, however where this is not possible i.e. you are working from home on the day your lesson is scheduled to take place the blur option to hide your 'background' in your home will be enabled. Please make sure you are happy with what students can see. Similarly, dress appropriately in attire appropriate for an INSET day, results day or similar 'informal but at work' days in school.
- No other adult should be present in the lesson other than yourself. Do not introduce spouses, partners, or other relatives. We understand children can make unscheduled appearances, but these should be brief and please aim to ensure that this does not happen.
- For lessons using Teams, we should work to the principle that we maintain the same levels of conduct and formality that we would in a classroom. However, we know that there are variables using Teams that do not occur in the classroom, but the impact of these variables can be minimised.
- Only ever contact students through video conferencing during the allotted lesson day/time.
- Hang up quickly once the lesson concludes – do not make arrangements to talk with any student 1:1 following the lesson.
- Individual feedback can be given in the form of email or possibly recorded voice-memos but speaking to students individually over Microsoft Teams must not occur.
- Some courses have asked for smaller meetings e.g. two or three students. This would be acceptable as a way to give individual feedback / support but such sessions must not be on a 1:1 basis.
- If there is a situation where support needs to be offered by a tutor, intervention teacher, TA, PSO on a 1:1 basis and this can't be done by telephone, it is acceptable to offer a TEAMS meeting however there should be an adult present in the room with the child.
- Students can, *in theory*, call you directly on Teams at other times when you are online. Do not answer these calls.
- Students should be directed to mute microphones at the start of the session and prompted to unmute when the teacher feels it appropriate i.e. when making contributions to the lesson or answering a direct question. Do not allow students to take control of the TEAMS meeting, however and remind students to mute again after their contributions.
- If any of these matters present an issue, please seek advice from the Safeguarding Team.

Tips for teaching and session management

- Ask students to mute during teacher-led sequences.
- Use the 'hand up' function.
- Use the group chat function to take questions.
- Share PowerPoint and talk / teach alongside it.
- For larger groups, establish a protocol for students taking the floor in discussions.
- If a sequence involves contributions, select students.
- If you need students to read or use resources, send them in a timely manner via email or issue them via SMHW in advance. One working day in advance would be appropriate.
- In longer sequences of learning, a short break might be appropriate for students to get a drink or just pause. Similarly, the format does allow for bursts of independent work but these should be used wisely – the contact time is valuable and should be planned for maximum impact.

These are the guidelines that have been shared with students and families.

Student Participation in Teams Sessions

Working across a video-conferencing platform is something new and exciting for everyone involved. However, in working in this way all the students and staff involved need to understand expectations and matters of safeguarding. Despite the fact that you will be in your home, you should consider video-conferencing as part of school. As such, BESt applies

We take pride in our efforts, make positive choices with learning and respect members of school community:

- Conduct yourself as you would in a lesson or classroom
- Use technology safely and responsibly.
- Maintain appropriate language.
- Be ready to learn and make progress.
- Be kind and polite in communications.
- Refrain from personal comments.
- Respect everyone's opinion.
- Do not generate comments or content that hinders the good order of the session e.g. unnecessary messaging in the chat.
- Allow the teacher to lead the meeting.
- Do not use Teams calls to contact teachers at any time other than a designated meeting time.
- Other family members should not contribute or be involved in the meeting. We understand that other people may well be 'heard' in some households but they cannot be involved and you may be removed from the meeting if this occurs.
- There should be no personal recording or sharing of scheduled Teams meetings.

Positive choices to co-operate

- You may be asked to mute your microphone for a period e.g. while a form tutor shares a message or a teacher talks through an idea.
- Where appropriate, if you want to contribute to the discussion use the 'raise your hand' facility and then unmute your audio. This will ensure that everyone gets their chance to speak without everyone talking over each other.
- Please follow any systems or turn-taking structures the teacher uses.

- You can ask / answer questions using the chat facility.
- Be an active member of the group.
- Hang up promptly when the meeting closes.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Through Safeguarding Training staff are aware that children can abuse other students.

We recognise that during the closure parents and students need to be directed to support in place to report these issues. This will be done via regular safeguarding notices to parents. Students can access an online referral form via the student dashboard.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Below is a link to more information about this

<https://safeguarding.network/safeguarding-resources/peer-peer-abuse/>

Designated Safeguarding Lead

The Designated Safeguarding Lead is: Helen Cairns. The Deputy Designated Safeguarding Leads are Liz Evans and Stephen Moffatt.

The DSL and Deputy DSL comprise of the Safeguarding Team. The Safeguarding Team work together with the Health and Facilities Manager, Senior Leadership and Inclusion Teams to ensure that the practice following from this policy is known by all members of the school community.

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. Where a trained DSL (or deputy) is not on site, in addition to the above, a named safeguarding lead is assigned responsibility for co-ordinating safeguarding on site for their allocated day. This member of staff is identified clearly on the staffing rota. On each day, the staff on site will be made aware of who that person is in the morning briefing.

The Safeguarding Team will continue to be guided and communicate with the Safeguarding Children in Education (SCiE) team. In the unlikely event that there is no DSL/DDSL available, the SCiE team can be contacted for advice and support on the following details:

Vicki Thomason

Mob: 07785 542018

Email: Victoria.thomason@cheshirewestandchester.gov.uk

Pam Beech

Mob: 07917587559

Email: Pam.beech@cheshirewestandchester.gov.uk

Susie Sheasby

Mob: 07554 773926

Email: Susie.sheasby@cheshirewestandchester.gov.uk

Kerry Gray

Mob: 07789484743

Email: Kerry.gray@cheshirewestandchester.gov.uk

If you have immediate concerns about a child or situation, please call I-ART on 0300 123 7047

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. As per Safeguarding briefings, staff are reminded of the need to report any concern immediately and without delay. Staff have been asked to do this via school email to the Safeguarding Team. The Safeguarding Team will then triage and action accordingly.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: David Walsh
dwalsh@bishopschester.co.uk.

Safeguarding Training and induction

Staff will receive safeguarding updates via briefings and emails.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Bishops', they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

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

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

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

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

Where Bishops' 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.

Bishops' will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

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

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

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

All matters relating to safeguarding checks in the recruitment process and volunteers will be co-ordinated by Tracy Parry. Tparry@bishopschester.co.uk

Appendix 1 - Coding for COVID-19 related absences and attendance processes

| In line with current legislation, and current guidance from PHE and DHSC, examples are as follows | |
|---|---|
| <p>Pupils who are required to self-isolate as they, or a member of their household, has symptoms or confirmed coronavirus (COVID-19)</p> | <p>Pupils who have symptoms should self-isolate and get a test.</p> <p>If a pupil tests negative and if they feel well and no longer have symptoms similar to coronavirus (COVID-19), they can stop self-isolating and return to school. If the pupil remains unwell following the test (such as with a different illness), then they should be recorded as code I – illness, as would usually be the case. Code X should only be used up until the time of the negative test result. Schools should not retrospectively change the attendance register due to a negative test result.</p> <p>If a pupil tests positive, they should continue to self-isolate for at least 10 days from the onset of their symptoms. They should only return to school if they do not have symptoms other than a cough or loss of sense of smell or taste (anosmia). This is because a cough or anosmia can last for several weeks once the infection has gone. Code X should be used for the period of self-isolation until the test. After the pupil tests positive they should be recorded as code I (illness) until they are able to return to school.</p> <p>If someone in the pupil’s household has symptoms, the household should self-isolate and the member of their household should get a test.</p> <p>If the member of the household tests negative, the pupil can stop self-isolating and can return to school. Code X should only be used up until the time of the negative test result when the pupil can return to school.</p> <p>If the household member tests positive, the pupil should continue self-isolating for the full 14 days from when the member of their household first had symptoms. Code X should be used during this period.</p> <p>In all cases of self-isolation, schools should ask parents to inform them immediately about the outcome of a test. Schools should not require evidence of negative test results or other medical evidence before admitting children or welcoming them back after a period of self-isolation.</p> |
| <p>Pupils who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus (COVID-19)</p> | <p>Pupils may not have symptoms themselves but may be required to self-isolate if they are a close contact of someone with coronavirus (COVID-19).</p> <p>The NHS test and trace guidance states that a person should self-isolate for 14 days if they have had recent close contact with a person who has tested positive for coronavirus (COVID-19). In the event of a confirmed coronavirus (COVID-19) case in the school community, the local health protection team will provide advice on who this applies to, advising them to self-isolate for 14 days since they were last in close contact with the person that has tested positive when they were infectious. Code X should be used for these pupils during this period.</p> |
| <p>Pupils who are required by legislation to self-isolate as part of a period of quarantine</p> | <p>As usual, parents should plan their holidays within school breaks and avoid seeking permission to take their children out of school during term time. Families should also consider that their child may need to self-isolate following trips overseas that require a period of quarantine⁵. If a pupil is required to be in quarantine on arrival in, or return to, the UK, code X should be used in the register.</p> |
| <p>Pupils who are clinically extremely vulnerable in a future local lockdown scenario only</p> | <p>Shielding advice for all adults and children paused on 1 August 2020. This means that even the small number of pupils who will remain on the shielded patient list can return to school, as can those who have family members who are shielding.</p> <p>If in future, rates of the disease rise in local areas, children still on the shielding list (or family members still on the shielding list) from that area, and that area only, may be contacted by the government and advised to stay at home and shield during the period where rates</p> |

| | |
|--|--|
| | <p>remain high. Families will receive a letter if they are required to shield again that parents will be able to share with the school. Non-attendance in accordance with guidance from PHE or the DHSC should be recorded as code X.</p> <p>Schools should contact parents of pupils who are shielding when measures in the local area are lifted and shielding is paused again, to set out the expectation that they can return to school. Code X should not be used for sessions after the pupil has been advised to return to school</p> |
|--|--|

Appendix 2 – Guidance for phone calls home

| Accessibility / Wellbeing: |
|---|
| <p>He started off well, but after Easter he is struggling to engage.</p> |
| <p>I'm sorry to hear this. Is there anything specific that has contributed to this? Now that I know, I can let John's teacher's know. If I can speak to John in a minute, we can talk through which tasks to focus on and by when and I'll let his teachers and Form Tutor know. Please remind John that he should message his teachers via SMHW if he is struggling with specific tasks set.</p> |
| <p>We've no longer got broadband so it takes him a long time to log on / His computer isn't working / I use the computer for work.</p> |
| <p>I will make a note of these difficulties and see if we can get any additional support. Email YL with details of concerns.</p> |
| <p>I don't understand the work and neither does John.</p> |
| <p>For any work that is difficult to understand, please ask John to message his teacher via SMHW, they will get back to him within two days – sooner if possible.</p> |
| <p>He's so far behind he doesn't know where to start.</p> |
| <p>If I can speak with John about the outstanding tasks in a minute, we can work out which things he is going to concentrate on and I can let his teachers know.</p> |
| <p>He's told me that he's up to date with everything!</p> |
| <p>I can see from our records that the last time he logged on to Show My Homework was 20th April. He should be logging on each day and following his timetable. The subjects that are of particular concern are a, b and c where he hasn't submitted any of the tasks.</p> |
| <p>Show My Homework wouldn't let him submit his work.</p> |
| <p>That's strange – I'll talk through how to submit work with John in a moment. In the future, if he's having any issues submitting work, the best approach is message his teacher and they will negotiate the best option.</p> |
| <p>He's emailed the work to his teachers.</p> |

All work should be submitted via Show My Homework, if it's been emailed, the teacher may not be aware of this. Please can John message his teachers to alert them that he has emailed the work, so they know to check their emails for this.

I've told him to do his work but he won't.

I'll speak with John in a minute. I appreciate this is a difficult situation for you and your family. Please keep communicating with me so we can put the right support in place.

Timetable:

He hasn't been set any work.

- Work is set on our remote learning page – password BishopsRemote. is in line with their Learning Programmes and has been set by the Subject Leaders to continue from the work explored in school. There are also links to other learning platforms and reading materials on this page. We are currently updating the work on the webpage for students that may have already completed the work (if they have already been off).

I only want him to concentrate on the important subjects / He's not doing this subject as a GCSE option / He doesn't like the subjects he's behind with and that's why he hasn't done the work.

We offer a broad and balanced curriculum. All the subjects on the curriculum are important and we have put the timetable together to ensure that students are in the best position for learning. There will be some subjects that John prefers to others but it is important that he continues to engage with all of his subject areas.

He's finding the work too easy and completes it really quickly.

Aim to access the timetable for the day and spend an hour on the tasks. It may be that he needs to go into more detail if he is completing them in just a short time – his teachers will guide him on this through their feedback. If he finds the work too easy for the hour, there are extension tasks that he can work on. If John wants further tasks, he can message his teachers and explain that he would like further work to be set in addition to the class task.

Support:

He's contacted his teachers and none of them have got back to him,

He should be using the message service on SMHW to get in touch with the teachers. It may be that something has been missed – if you let me know the names of the teachers I can make sure that they are able to get in touch.

He isn't getting any feedback so he's lost interest.

- Teachers will respond to messages via SMHW and give feedback in this way. Please be aware that teachers are still continuing with their timetable so the response time will not be immediate.

He's spending 2 ½ plus hours on every task, so he's working all day, worrying about falling behind.

Students should spend one hour on each of the subjects set per day. If students have worked for one hour and not completed the task, they should message their teacher explaining where they are up to.

Other schools are doing live video lessons – why can't Bishops' do this?

Key Stage 3

For Safeguarding Reasons, we do not offer 'live/zoom/ Teams' lesson with our Key Stage three students. We're confident that the programme we have set up during the school closure is the best to allow students to continue with their learning. There are advantages with video lessons but there are also technical and safety challenges.

Behaviour:

My children are just sleeping in all day

It is important that students have a routine. But we are not insisting that students are at their desk by 8.30 am. It will be good for their wellbeing to let them have some extra rest. Within reason of course. You might want to check how late they are using electronic devices as this is one of the most likely causes. Try and limit their use if you think it is having a negative impact. You could also try and agree a timetable of activities to give more structure to the day and a reason to get up. Be consistent with praise when they follow this timetable. There are some further wellbeing links in our COVID closure area on the school website.

My children are constantly arguing

Unfortunately in a lockdown the chances of this can increase. Try to notice generous, loving, caring, behaviour and point it out to the children in specific language to reinforce this behaviour with praise. Also try and set clear rules and expectations about sharing resources at home. Finally, try and build in rest breaks from each other and physical activity into the day. There are some further wellbeing links in our COVID closure area on the school website.

My Child is refusing to do any work

Try and consider the emotion that underpins this choice. They may be finding the work too hard. They may be stressed about the current lockdown. They may have lost sight of the reason why keeping up with school work is important during lockdown. You may also need to reengage your child by giving them more autonomy. Let your child create their own structure or timetable for the day, combining their ideas and home learning. If they try and schedule double PlayStation every morning, then it's probably time for parents to step in, but give them the option first. Praise will also be important. Praise children's efforts and behaviour, not their achievements. There are some further wellbeing links in our COVID closure area on the school website.

My child keeps losing focus and gets distracted

Try Movement breaks – such as dancing to music, performing or playing mini games to provide children with sensory feedback and offer them a chance to "reset". If fast movement breaks aren't working, you could try and slow it down by doing wall or chair push-ups or squeezing hands, shoulders or legs. Find what works for your child. It will really help with learning and focus. You may also want to consider the space they are working in. Having a clearly defined 'work space' free of distractions should help with their mind-set. Use focused praise. Positive constructive praise that targets effort, behaviour and specific aspects of a child's work is much more powerful than just saying 'well done for completing your English'.

Safeguarding concerns need escalating

****The purpose of this call is to support any issues relating to learning from home. If any issues not directly connected with learning from home arise (bullying/safeguarding) as part of the conversation (either from talking with the parent or the child) please make a note of this and contact the Year Lead / member of the Safeguarding Team immediately after the phone call has concluded. A reminder to follow our school Safeguarding protocol at all times, especially in regards to not asking leading questions.***

Pastoral concerns email Year Leader and PSO include

- Bullying, unkind remarks over social media
- Low mood, child is crying
- Child becoming more frustrated and is starting to use poor language, lash out and retaliate when prompted
- Poor routines, sleeping, eating, gaming
- Unwell and is unable to complete work at the moment
- Relationship issues in family

Safeguarding concerns email hcairns@bishopschester.co.uk; smoffatt@bishopschester.co.uk; levans@bishopschester.co.uk

- Physical violence of any sort
- Child threatening harm to self or others
- Parents saying that they can't cope and need help
- Child is unwell and is in hospital
- Child has left home and parents/carers don't know where they are
- Suspect child is in contact with adults online
- Child is not abiding to social distance rules and is out with friends regularly
- Child has left family home and is now residing with another family/parent/carer
- Police involvement with family of any kind

Please reference the safeguarding policy, and COVID amendment to safeguarding policy for further reference

Appendix 3 - Local Authority categorisation for inclusion teams

| Local authority category |
|---|
| <p data-bbox="108 286 1436 353">Red: Risks and vulnerabilities are such that the professionals working with the family or TAF professionals have significant concerns about the child / family at this time and requires frequent contact and support.</p> <ul data-bbox="156 353 1487 1160" style="list-style-type: none"> • New or imminent Risk of family breakdown • Family/child or young person's needs are complex / multiple • Recent escalation in risks / vulnerabilities / adversity • Family require frequent contact from their TAF team or health or care professionals • Children not being seen (socially distancing / self-isolating) increases risk and vulnerability • High risk / Medium risk Domestic Abuse • Adults in the household who have additional physical and mental health vulnerabilities • Low/ Inconsistent level of engagement with professionals • Concern for parent/ carer ability to protect and meet the children's/ family's needs • Limited / no protective wider family support / no access to wider family support • Family subject to CSC Single Assessment • Professional current / recent consideration for referral to iART (escalation) • Safeguarding risk management plan feels less effective in the current situation • Partner agency TAF lead and multi-agency team have concerns about family's ability to access basic amenities – food, medication etc. • Child/YP identified as a child in care, child in need or child protection • Significant level of direct health or care input required to maintain safety where there is concern these needs are not being met • Carer/Young person unable to safely meet essential care needs • Carer and/or young person identified who are at increased risk of severe illness from COVID 19 due to age, pregnancy or underlying health condition • Child with significant SEND and/or care needs where there is concern these needs are not being met • Child/young person not accessing any on site education and this increases multi-agency concerns • Mental health concerns have increased as a result of lockdown / Covid-19 |
| <p data-bbox="108 1160 1460 1227">Amber: There can be a reduction of professional contact and service to the child/family without impacting on child safety or significant harm but this needs regular review of risk & impact.</p> <ul data-bbox="156 1227 1487 1731" style="list-style-type: none"> • Potential for risk of family breakdown without intervention • Complex and / or multiple needs where there is concern that some of these needs may not all be met appropriately. • Recognition that support is required. Unmet need is stable • Family self-isolating/ socially distancing creates adversity • Adults in the household who have additional physical and mental health vulnerabilities that are being met / accessing appropriate support. • Inconsistent level of engagement with professionals and TAF • Medium risk DA / Low risk DA • Reduced / limited access to protective wider family support • Safeguarding risk management plan in place • Family may require support to access basic amenities – food, medication, etc. • Child with identified SEND and/or health/care needs who require access to specialist advice who may not be accessing all of the provision needed. • Child / children are not accessing any on site education and this increases multi-agency concerns • Mental health concerns have increased as a result of lockdown / Covid-19 |
| <p data-bbox="108 1731 1053 1765">Green: There can be a reduction of professional contact and service to the child/family</p> <ul data-bbox="156 1765 1487 2067" style="list-style-type: none"> • Current support at home considered stable • Family actively engaging with professionals and are proactive in seeking support • Family are responding appropriately to the current situation. • Family would liaise with professionals if vulnerability increased • No safeguarding risks identified • Family have a good family support network • Family accessing and able to access basic amenities – food, medication etc. • Consideration / discussions have been taking place considering closure of TAF (access to universal services). • Child with identified SEND and care needs but well managed |

