



**COVID-19 school closure arrangements for Safeguarding and
Child Protection at
The Bishops' Blue Coat High School (January 2021)**

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

Policy owner: Helen Cairns

Date: 12th January 2021

Date shared with staff:

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1. Context

Following the announcement on Monday 4th January 2021 of a national lockdown, the government asked announced for that schools would only remain open for vulnerable children and children of critical workers. The DFE has updated guidance - [Restricting attendance during the national lockdown: schools Guidance for all schools in England January 2021](#)

This is the current position of schools:



Year group	w/c 4 Jan	w/c 11 Jan	w/c 18 Jan
Exam years (years 11 and 13)	Prioritise remote education	Return to school	Continue at school
Primary (years 1-6)	Return to school with some local exceptions*	Continue at school with some local exceptions*	Continue at school with some local exceptions*
Secondary / college (years 7-10 and 12)	Prioritise remote education	Prioritise remote education	Full return to school with some local exceptions*
Primary / secondary vulnerable and critical worker	Return to school	Continue at school	Continue at school
Special school	Return to school encouraged	Continue at school	Continue at school
Alternative provision	Return to school	Continue at school	Continue at school

* In some local areas, under the contingency framework students will have remote education except for exam years and vulnerable and critical worker children. Special schools for primary years should continue to allow pupils to attend full time.

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.

When this policy applies

This policy applies to all students in all year groups. [Appendix A](#) documents the Continuity of Safeguarding that was in place from September 2020.

This 3rd addendum of the school's Safeguarding and Child Protection policy contains details of our current individual safeguarding arrangements to support staff, parents and carers in safeguarding children. Guidance from the DFE is frequently changing and whilst we aim to update this policy in relation to updated guidance there may be some details that warrant further clarification. Where this is the case please contact the Designated Safeguarding Lead. Details of which can be found in the table below.

2. Key contacts

Role	Name	Email
Designated Safeguarding Lead	Helen Cairns	hcairns@bishopschester.co.uk
Deputy Designated Safeguarding Leads	Stephen Moffatt	smoffatt@bishopschester.co.uk
	Liz Evans	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

3. Vulnerable children

The DFE definition of vulnerable children can be found [here](#).

The definition of who is considered vulnerable has been amended by the Local Authority to match the definition the government have updated. The criteria below is the criteria Bishops' will use to determine whether a child is vulnerable

Vulnerable children/young people are defined as:

- Having an EHC plan
- Open to Children's Social Care
- Open to Early Help and Prevention (RAG-rated red/amber) (see [Appendix D](#))
- Having an open partner agency led TAF, RAG-rated red by a professional in conjunction with the TAF Adviser;
- Adopted or subject to Special Guardianship and Child Arrangement Order (where known to school), and following discussions with parents/carers it is agreed they are added to the list;
- A young carer (where known to school) and following discussions with parents/carers it is agreed they are added to the list.
- Children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- Those at risk of becoming NEET ('not in employment, education or training') and following discussions with parents/carers it is agreed they are added to the list.
- Those living in temporary accommodation and following discussions with parents/carers it is agreed they are added to the list.

- 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 following discussions with parents/carers it is agreed they are added to the list.
- Care leavers and following discussions with parents/carers/social worker it is agreed they are added to the list.
- Others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health and following discussions with parents/carers it is agreed they are added to the list.

We will take all steps to ensure that all vulnerable children are able to access full-time on-site provision by strongly encouraging their continued full-time attendance. Parents of vulnerable children should then let their school know if their child will not be taking up an allocated place by emailing attendance@bishopschester.co.uk.

All instances of non-attendance from vulnerable children and young people will be followed up by a member of the attendance team/inclusion.

These staff will then:

- Complete a daily return to the local authority on the attendance of students coded as VC
- 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

4. 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.

Students who meet the above vulnerability criteria will be coded as a VC in social inclusion meetings. They will then receive a colour Red, Amber, green based on the level of current concern. The criteria for coding these students can be found in [Appendix D](#).

5. Critical workers

While parents and carers who are critical workers should keep children at home if they can, children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home. Critical workers can come from one of the following sectors;

- Health and social Care
- Education and childcare
- Key public services
- Local and National Government
- Food and other necessary goods
- Public Safety and National Security

- Transport and border
- Utilities, communication and financial services

Parents/carers have been asked to identify whether they are a critical worker using a google form, from which provision is then offered. If it proves necessary, we will ask for simple evidence that the parent in question is a critical worker, such as their work ID badge or pay slip. Provision will be agreed by the attendance/inclusion days for the days requested.

Parents of critical workers should then let their school know if their child will not be taking up an allocated place by emailing attendance@bishopschester.co.uk.

Students who meet the above critical criteria will be coded as a C in social inclusion meetings.

Vulnerable children and children of critical workers will work from bubbles on site determined by the school. The timings of the school day will remain the same. Being on site gives inclusion staff an opportunity to support these students' pastoral, SEND learning needs and their wellbeing.

6. Attendance monitoring

Schools should continue to record attendance in the register. Schools should follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we expect schools to authorise the absence during this national lockdown period. Absence will not be penalised.

Attendance during the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and the children of critical workers only. All other pupils should receive remote education. All pupils who are not expected to be in school should be marked as Code X. They are not attending because they are following public health advice.

Attendance of vulnerable children

As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The Department expects schools to grant applications for leave of absence given the exceptional circumstances. This will be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable

Attendance of children of critical workers

Where parents of critical workers only need their child to attend school part-time, schools should use Code X to record the sessions that the child is not expected to attend. For example, if a parent has indicated they need provision on Monday to Wednesday, the child should be coded C for Thursday and Friday.

Where the child of a critical worker is expected to attend a session and does not do so, the school should record the absence as Code C (leave of absence authorised by the school) unless another authorised absence code is more applicable. For example if the child above were to be expected in school on Monday and didn't attend, they would be coded as C in the register.

Attendance teams will follow up on absences of the pupils who are expected to be in school on an allocated day but has not attended. Parents of students who are not in school have been encourage to email attendance@bishopschester.co.uk or contact their form tutor if they are unwell or unable to complete remote learning from home. Whilst the coding for registration purposes remains an X, this communication allows for staff to monitor student's wellbeing. Attendance will be monitored by the attendance team and reviewed by the inclusion team once a fortnight in Social Inclusion meetings.

7. 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 B](#). The school has communicated with parents of vulnerable children and children of critical workers clear expectations and procedures relating to COVID – 19 absences during lockdown. Information is also available on the school 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>

8. Rapid coronavirus (COVID-19) testing in secondary schools and colleges

Secondary schools have now received lateral flow device (LFD) test kits and many schools have now started testing. Rapid testing helps identify those asymptomatic cases that might otherwise not be detected, causing the virus to spread further.

We are offering:

- initial testing of vulnerable children and children of critical workers who are on school and college sites (two tests, three to five days apart)
- weekly testing of staff who are on school and college sites
- daily testing of close contacts of positive cases in schools and college as an alternative to self-isolation, reducing disruption in schools and colleges.

9. Contact Tracing

If a student or member of staff receives a positive test result following a (LFD) test they will be sent home following COVID-19 risk procedures and told to get a PCR test to confirm the positive result and self-isolate. At this point the attendance/COVID taskforce will identify close/direct contacts and offer them an LFD test each morning for seven days. If their results are negative, they will be able to continue to access school as usual. If their result is positive, they will be sent home to get a PCR test and self-isolate. Parent/carers and staff may opt out for the daily testing of close contacts and choose to follow government guidance and self-isolate for 10 days.

In all cases of testing on site consent has been obtained from parents/carers and staff. If students don't give their consent when they arrive at the testing site, staff will not test them. A pastoral conversation will follow and if necessary, a parental follow up.

Attendance/COVID taskforce staff will notify any positive cases to [\[publichealth@cheshirewestandchester.gov.uk\]](mailto:publichealth@cheshirewestandchester.gov.uk) by completing the risk assessment provided.

10. 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.

11. Providing pastoral care remotely

Where pupils are required to remain at home helping parents, carers and pupils to make a weekly plan or structure is important. As set out in [Public Health England's guidance for parents and carers](#), routine can give children and young people an increased feeling of safety in the context of uncertainty. Our Continuity of Education guidance follows the school timetable to support established routines. There are also resources shared as part of the form time and PE programme to support anxiety, exercise and positive mental health.

Inclusion teams might arrange 1:1 pastoral, SEND or progress intervention determined by the Safeguarding Team. The Safeguarding Lead may also authorise a socially distant 'doorstep' visit to the child's home when necessary.

12. SEND

For pupils with SEND, their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. Inclusion teams work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers. Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions are considered on a case by case basis.

13. Pastoral provision, personal development and wellbeing

All staff have been trained in the DFE supported 'Recovery Curriculum' and resources have been shared during Term 1 in form time. These resources accompanied with staff understanding of anxiety linked to COVID – 19 and lockdown means that we place a high value on the continued provision of pastoral support and this is reflected in our Continuity of Education guidance.

Resources:

1. Year Leader shares Living Well and Soul Session Assemblies (2 per week). Year Leader may also want to share additional notification/assembly via SMHW
2. Form tutor shares a form time activity from form time resources (min 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.

Contact:

3. Form tutor makes personal contact with all tutees in their form group (min 1 per fortnight) ie SMHW and call each parent. Suggested wording below.

Hi X

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.

4. Form tutor makes personal contact with each parent/carer with those tutees that don't have a key designated person from inclusion teams (min 1 per fortnight). Inclusion teams and key designated staff might make more frequent contact with allocated students. This can be done by email, phone or (TEAMS)

Reporting and recording:

Tutors will document contact on a central spreadsheet which is monitored by their Year Leader and inclusion teams. Safeguarding is everyone's responsibility. If a member of staff has a concern about a child, then they should contact a member of the inclusion or safeguarding team. Details of this can be found in [Appendix B taken from home booklet May 2020 for further guidance and relevant safeguarding follow ups](#)

Free school meal provision:

During the period of national lockdown, Bishops' will continue to provide meal options for all pupils who are in school, including vulnerable children and the children of [critical workers](#). For students at home a voucher scheme is available weekly for parents to purchase food from local shops and supermarkets. This is supported by the DFE national voucher scheme.

Updated [guidance on providing free school meals during the coronavirus \(COVID-19\) outbreak](#).

14. Resources for students learning from home

The DFE have provided each school with an allocation of laptops to support remote learning. Our process for identifying who requires a chromebook/laptop includes

- Questionnaire to parents to identify need plus monitoring by form tutors or Year Leaders of students in their year group where referrals can then be made following discussions with parents
- Where there is additional demand students who are vulnerable and not attending school. pupil premium or those receiving free school meals will be a priority
- Where there are families with more than one child, we aim to provide as many devices as possible. But this might be a 2 devices for 3 children

The DFE have also announced provision of internet connections through free mobile data increases or 4G wireless routers for students who meet all 3 of these criteria. The student:

- does not have a fixed broadband at home
- cannot afford additional data for their devices
- is experiencing disruption to their face-to-face education

Identification and support for these families is achieved through regular updates from the school.

15. 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.

16. Supporting parents with online safety

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

Staff at Bishops' emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices through communications home and the school website.

These resources below support parents and carers to keep their children safe online:

- [support for parents and carers to keep children safe online](#), which outlines resources to help keep children safe from different risks online and where to go to find support and advice.

- guidance on [staying safe online](#) which includes information on security and privacy settings
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

17. 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, 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. Where specific interventions are facilitated by TEAMS to support individual students, we ask for a parent/carer to be present in the room for safeguarding reasons.
- 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.

18. 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 must not occur (unless pre-agreed by the safeguarding team)
- 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 (unless pre agreed by safeguarding team for intervention purposes and there is parent/carer in the room or a risk assessment has taken place).
- 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. Where this is not suitable due to the therapeutic intervention a risk assessment will be undertaken by the safeguarding team.
- 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.
- Don't engage in discussion with parents/carers over TEAMS. If parents want to discuss concerns, arrange a telephone conversation with the appropriate member of staff at an appropriate time.
- TEAMS meetings might be recorded for safeguarding reasons or to support staff development.
- 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 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.

19. 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. Even though you will be in your home, you should consider videoconferencing 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.

20. 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/>
- reporting harmful online content to the [UK Safer Internet Centre](#)
- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values
- get advice on reporting online abuse from the National Crime Agency's [Child Exploitation and Online Protection command](#)
- get advice and support from [Anti-Bullying Alliance](#) for children who are being bullied

Bishops' anti bullying policy still applies when students are learning remotely. Staff, students and parents/carers should refer to this policy if there are concerns about peer on peer abuse/bullying and report it to the school.

21. Designated Safeguarding Lead

The Designated Safeguarding Lead is:

Helen Cairns.

The Deputy Designated Safeguarding Leads:

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

22. 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. Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, 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.

23. 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

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

24. 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 consider 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 pandemic, 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.

25. Volunteers

We are using volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis at Bishops', will be in regulated activity. This means that if a volunteer is administering a COVID-19 test whilst un-supervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

At Bishops' there is always at least two members of employed staff to supervise the work of volunteers. Volunteers will therefore not be left unsupervised whilst on site.

In appointing volunteers, the school will follow safer recruitment processes. Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

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

Appendixes

Appendix A - information taken from COVID Appendix November 2020 for large groups of learners learning from home.

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

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. <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 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/carers. 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/carers.
10. Children eligible for free school meals provision to be confirmed

A) 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
5. 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.
6. 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.
7. 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.
8. Year Leader shares Living Well and Soul Session Assemblies (2 per week). Year Leader may also want to share additional notification/assembly via SMHW
9. 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.
10. 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>
11. Form tutor indicates on IRIS neutral as per learning link from home the details of communication
12. Support staff will be identified by inclusion team as link staff to support form tutors as per learning link from home programme.

13. 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.

14. Children eligible for Free School Meals provision to be confirmed

Appendix B - 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 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</p>

	school. Code X should not be used for sessions after the pupil has been advised to return to school
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Appendix C – Guidance for phone calls home

Accessibility / Wellbeing:
He started off well, but after Easter he is struggling to engage.
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.
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.
I will make a note of these difficulties and see if we can get any additional support. Email YL with details of concerns.
I don't understand the work and neither does John.
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.
He's so far behind he doesn't know where to start.
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.
He's told me that he's up to date with everything!
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.
Show My Homework wouldn't let him submit his work.
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.
He's emailed the work to his teachers.
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 has been set via SMHW – do you have the log in details and guide sent out?
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 available for the hour of the timetabled slot.
He's spending 2 ½ plus hours on every task, so he's working all day, worrying about falling behind.
Students should spend no more than 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 D - Local Authority categorisation for inclusion teams

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.
New or imminent Risk of family/ placement 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/ remote education and this increases multi-agency concerns
Mental health concerns have increased as a result of lockdown / Covid-19
Clinically extremely vulnerable/ shielding children and young people not accessing planned remote education
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.

Potential for risk of family/placement 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/ remote education and this increases multi-agency concerns
Mental health concerns have increased as a result of lockdown / Covid-19
Increasing family anxiety is affecting attendance at education settings
Green: There can be a reduction of professional contact and service to the child/family
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

These are not exhaustive lists but designed to enable informed RAG rating of families that need to be risk assessed to identify safety of care needs being met who may be identified as vulnerable.

Considering the family holistically in response to COVID-19