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

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School Name: The Bishops' Blue Coat Church of England High School
Policy owner: Helen Cairns
Date: 20th March 2021
Date shared with staff:

Context

The DFE published guidance for the full re-opening of schools from March 8th.
https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance

This 4th 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.

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:

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

Critical 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	Iwilson@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

1. When this policy applies

All students, in all year groups will return to school full time from March 8th. 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.

2. Continuity of safeguarding

A) *Continuity of safeguarding* for groups of students learning remotely due to a large group or 'bubble closure'.

B) *Continuity of safeguarding* for students that are self-isolating

C) *Continuity of safeguarding* – when the school is closed to all students apart from critical worker and vulnerable students

A) **Continuity of safeguarding for groups of students learning remotely due to large group or 'bubble closure' 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 remotely due to large group or 'bubble' closure:
1. Headteacher communicates with all students/parents/staff that a group of students will be self-isolating. 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 10 days. Critical 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 large group or 'bubble' is working remotely for the a period of 10 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. *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.* *Hi Mr/Mrs Y* *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.* *See Appendix 2*
6. 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.

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 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 – when the school is closed to all 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 critical 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. Critical worker and vulnerable students will form new bubbles 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. This can be done by email, phone or (TEAMS). Form tutors/inclusion teams and key designated staff might make more frequent contact with allocated students. 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.*   *Hi Mr/Mrs Y*   *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.*   *See Appendix 2*
7. 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.
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.

3. 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 unless they are self-isolating either as an individual/household or because their 'bubble' is self-isolating.

4. Vulnerable children

The DFE definition of vulnerable children can be found https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

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 when permitted by the DFE. 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

Supporting vulnerable children

Vulnerable students are assigned a designated critical person. This could be someone from the inclusion team or a Teaching Assistant, Form Tutor or other named member of staff. The designated critical 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

In the event of school closure, the DFE may permit access to children whose parents are critical workers. 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.

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
- · Critical public services
- · Local and National Government
- · Food and other necessary goods
- · Public Safety and National Security
- · Transport and border
- · Utilities, communication and financial services

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

School attendance will be mandatory for all pupils from 8 March. 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

To support families who will need additional help to secure pupils' regular attendance we will monitor and review attendance by the inclusion team once a fortnight in Social Inclusion meetings. Here we will target pastoral and support services and enlist support of other professionals across the education and health systems, where appropriate, to support school attendance.

Nonattendance 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

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

Secondary schools have now received lateral flow device (LFD) test kits. After initial testing at the school testing site, students will be issued with home testing kits to complete tests 3 – 4 days apart at home. . Rapid testing helps identify those asymptomatic cases that might otherwise not be detected, causing the virus to spread further.

Contact Tracing

If a student or member of staff receives a positive test result following a (LFD) test at home they should not come in and will be told to get a PCR test.   Upton the receipt of a positive PCR test result the attendance/COVID taskforce will identify close/direct contacts who will have to self-isolate for 10 days along with the positive case and their household - despite an LFD test returning a negative result. If the PCR test returns a negative result the child can return to school and no longer needs to self-isolate.

In all cases of testing on site consent has been obtained from parents/carers and staff.

Attendance/COVID taskforce staff will notify any positive cases topublichealth@cheshirewestandchester.gov.ukby completing the risk assessment provided.

8. 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.

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, https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak#helping-children-and-young-people-cope-with-stressroutine 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.

9. 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.

10. Free school meal provision

Bishops' will continue to provide meal options for all pupils who have a COVID related absence via 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.

11. Supporting children in school

We continue to be a safe space for all children to attend and flourish. In the event of a school closure 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.

12. Online safety in schools and colleges

Supporting information taken from safeguarding and remote education

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?priority-taxon=b350e61d-1db9-4cc2-bb44-fab02882ac25

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

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

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, 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.

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 there is a parent/carer in the room for intervention purposes)
- 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).
- 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.
- 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.
- 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.

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.

13. 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.

14. 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

15. 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.

16. 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

17. 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

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.

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.

18. 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 administrating 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

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

In line with current legislation, and current guidance from PHE and DHSC, examples are as follows

Pupils who are required to self-isolate as they, or a member of their household, has symptoms or confirmed coronavirus (COVID-19)	Pupils who have symptoms should self-isolate and get a test. 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. 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. If someone in the pupil's household has symptoms, the household should self-isolate and the member of their household should get a test. 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. 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. 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.
Pupils who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus (COVID-19)	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). 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.
Pupils who are required by legislation to self-isolate as part of a period of quarantine	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 quarantine[5]. 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.
Pupils who are clinically extremely vulnerable in a future local lockdown scenario only	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. 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. 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
Local or national lockdown	If rates of the disease rise locally or nationally, schools may need to prevent some pupils from attending. Schools should follow PHE or DHSC guidance on what measures are necessary in the event of local or national lockdown. Where attendance is to be limited to certain groups, 'not attending in circumstances related to coronavirus (COVID-19)' - code X - should be used for pupils who are asked not to attend.

Remote education	If a pupil is not attending school due to circumstances related to coronavirus (COVID-19), we expect schools to be able to immediately offer them access to remote education. Schools should keep a record of, and monitor engagement with this activity, but this does not need to be tracked in the attendance register.

Appendix 2 – 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 is set on a daily basis through our learning platform Show My Homework. Each day he should receive 5 pieces of work.
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.
The timetabled tasks should take an hour. 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 are monitoring all of their classes and can see who has engaged (which is part of my phone call today). There will be larger 'feedback' tasks which John's teachers will set and the tasks in between provide time to work on these tasks. A lot of the feedback John will receive is 'whole class feedback' where the teacher picks up on common misconceptions and shares this with a class – just as they would do within the classroom.
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?
Critical Stage 3 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. Show My Homework is monitored daily by all of our teachers and teachers will continue to offer help and support with the work they have set.
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 loosing 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
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 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
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 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
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