

# COVID 19 - Addendum to Safeguarding Policy

1<sup>st</sup> June 2020

## Our vision

In these very difficult and unprecedented times, safeguarding is still at the heart of our policy and practice at Glapton Academy. Glapton Academy fully recognises the contribution it can make to protect children and support all pupils amid the Coronavirus epidemic. This is especially important as we approach a time where we are welcoming some pupils back into the academy. The aim of this addendum to our Safeguarding Policy is to safeguard and promote our pupils' welfare, safety and health whether they are in school or are learning remotely. The pupils' welfare is of paramount importance, particularly as academies within the Trust navigate the challenges of remote learning combined with the safeguarding of all pupils.

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

## Safeguarding at Glapton Academy

*'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider at all times, what is in the best interests of the child.'* KCSIE 2019

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

As far as is reasonably possible we will continue to take a whole institution approach to safeguarding. This will allow us to satisfy ourselves that any new policies and processes in response to coronavirus are not weakening our approach to safeguarding or undermining policy.

## **Key Persons Responsible for Safeguarding at Glapton Academy**

### **Safeguarding Team / DSLs**

**Cal Hurst**

**Seema Devi**

**Emma Pye**

**DSP are Mark Ransford and Sharon Lang**

It is important that all staff and volunteers (should they be needed), have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them. Best practice is to have a DSL on site. If this is not possible and in line with Government guidance, a DSL must always be contactable during the school day for either face-to-face discussions or a telephone call. In this current climate, the Government has relaxed the requirement for DSLs to have an up to date training certificate.

**Some key contacts are:**

**LADO - Richard Powell -0115 876 4747**

**NSPCC helpline number: 08088 005000**

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

**LEAD Academy Trust DSL - Jan Connor (07808528131)**

**LEAD Academy Trust Safeguarding Compliance officer - Becky Hyder (07935219250)**

### **The Legal Framework**

Academies within L.E.A.D. Academy Trust work within their relevant local authorities. Local Authorities have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area. At Glapton Academy, our local authority is Nottingham City. The local safeguarding partnership (NSCP) is working with our academy to support us to safeguard our pupils during the pandemic and period of returning to school. Their revised guidance can be found here

<https://www.nottinghamshire.gov.uk/nscp/news/covid-19-safeguarding-in-schools-update>

In September 2019, the DfE published the latest 'Keeping Children Safe in Education' (KCSIE) - statutory guidance for schools and colleges. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with. **During the current situation this remains the main statutory guidance for all in the academy community to have due regard to.**

### **Our Commitment During COVID 19**

Glapton Academy and L.E.A.D. Academy Trust's commitment to safeguarding includes:

- ensuring all staff, visitors and volunteers in our academy understand their responsibility to safeguard pupils, particularly in this crisis where revised procedures may be in operation;
- having in place relevant safeguarding arrangements which are designed to take account of all possible safeguarding issues and any unusual or unforeseen concerns which could be raised during the COVID 19 situation and upon pupils returning to school;
- reflecting that staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures;
- ensuring all safeguarding concerns are investigated and acted upon, and an immediate risk assessment is undertaken to keep pupils safe;
- continuing to adhere to safe recruitment practices;
- having appropriate arrangements in place to ensure we continue to work closely with other agencies and share information with other professionals in line with statutory requirements, whilst adhering to government guidance on social distancing and safe working;
- taking account of any revised Glapton LA procedures and practices established by the Safeguarding Partnership, complying with any requests from that body in a timely manner;
- having a culture in our academy of listening to children and taking account of their wishes and feelings by keeping regular, appropriate contact with pupils through our systems of communication;
- providing appropriate support for staff;
- maintaining clear policies for dealing with allegations against people who work with children;
- maintaining clear whistleblowing procedures;
- having a designated teacher to support children who are looked after, those who are post care and pupils who are adopted to ensure we to keep

these pupils safe, liaising with the virtual school Headteacher as necessary;

- having in place appropriate safeguarding responses to children who fail to attend when expected, and those who go missing from education;
- fulfilling all statutory responsibilities in respect of safeguarding and promoting the welfare of children.
- Ensuring that there is a qualified first aider on site and the appropriate ratio levels are fulfilled with regards to first aid.

### **COVID 19 Specific Safeguarding Roles and Responsibilities of Staff**

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

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

	<p>relocating to the academy during this time.</p> <ul style="list-style-type: none"> <li>• Ensuring that the senior leadership team has a plan for how bereavements may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter).</li> <li>• Being mindful of peer on peer abuse. Given the very different circumstances, a revised process will need to be in place for supporting pupils to report peer on peer abuse. Headteachers will need to ensure they manage any report of such abuse and supporting victims (see Appendix 5).</li> <li>• Ensure that welfare calls and checks are conducted as per Trust guidance (Appendix 2).</li> <li>• Ensuring the maintenance of the welfare calls for pupils not currently eligible to return to school.</li> <li>• Maintain the risk assessments of all vulnerable pupils not eligible to return to school.</li> <li>• Maintain the risk assessments and procedures for eligible pupils being kept at home.</li> <li>• Ensure the risk assessments for EHCP pupils are reviewed and up to date. They should clearly state whether they are returning to school and if not, why they have not been readmitted if they are currently eligible. Ensure that there is a plan in place to readmit these pupils if they are eligible.</li> <li>• Mental health - ensure that staff are aware of the EAP (Education Assistance Programme) which continues to offer support for all staff.</li> <li>• Ensuring that there is qualified first aider on site</li> </ul>
DSL	<ul style="list-style-type: none"> <li>• Fulfil their role as per their DSL job description.</li> <li>• Maintain up to date lists of vulnerable pupils.</li> <li>• Is on site or available by phone or via video link during school hours.</li> <li>• Knows how to contact 'front door' / social care services.</li> <li>• Knows how to contact individual social workers.</li> <li>• Knows who the LA Virtual School Headteacher is</li> </ul>

	<p>and how to contact them.</p> <ul style="list-style-type: none"><li>• Maintains safeguarding induction procedures so that any new member of staff or staff relocating to the academy during this time are up to date with the school's safeguarding procedures and practice.</li><li>• Ensures each vulnerable pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details. For Looked After Children, the name of the relevant Virtual School Head. <b>Kept in a folder and locked away in a secure place.</b></li><li>• Knows how to raise any safeguarding issues that may arise during any online learning (Contact headteacher and LEAD IT).</li><li>• Ensures that SLT has a plan for how to manage bereavements and how they may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter).</li><li>• Ensures peer on peer abuse is considered as a priority - given the very different circumstances, a revised process will need to be required for managing any report of such abuse and supporting victims. (See Appendix 5)</li><li>• Ensure that links to mental health services for pupils are on the school website</li><li>• Regular updates, toolkits and packs are sent to parents</li><li>• Ensure all relevant risk assessments are in place for all non-attending vulnerable pupils and that these are reviewed each week. Ensure that they clearly state whether the pupil is attending or not, whether they are eligible to attend and if they are not attending that the risk assessment clearly states why and what is place to re-integrate when appropriate.</li></ul>
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All other teaching staff	<ul style="list-style-type: none"> <li>• Have read and understood the updated addendum to the Safeguarding Policy.</li> <li>• Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers, and know what support may be available.</li> <li>• Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT).</li> <li>• Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.</li> <li>• What they should do if they have any concerns about a child, including new concerns where children are returning to school.</li> </ul>
All other non - teaching staff	<ul style="list-style-type: none"> <li>• Have read and understood the updated addendum.</li> <li>• Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available.</li> <li>• Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT).</li> <li>• Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.</li> <li>• What they should do if they have any concerns about a child, including new concerns where children are returning to school.</li> </ul>

### **Designated Safeguarding Lead (DSL)**

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

It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will

continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

### **Vulnerable Pupils**

The definition of vulnerable pupils as defined by Government guidance are:

Vulnerable children for the purposes the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

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

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

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

**These risk assessments will be reviewed in light of returning to school to re-assess whether attendance at school is appropriate, and if not giving the rationale and reasons as to why.**

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

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

### **Attendance**

For vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending.

Vulnerable children - regardless of year group - that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so. We will work with all other relevant partners to support the relevant families and pupils to return to school or college, where attendance is appropriate.

A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable)
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and

shielding and protecting people defined on medical grounds as clinically extremely vulnerable

We will follow up on any child that is considered vulnerable if they do not attend during this time. We will also follow up with any parent or carer who has arranged for their children to attend school and who subsequently do not attend.

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

In all circumstances where a vulnerable child, with an allocated social worker does not attend, or discontinues attending, we will notify them or social care.

At Glapton Academy we will resume taking our attendance register from 8th June and continue to complete the online Educational Setting Status form. Our academy will also provide attendance information to the Local Authority and to the Trust.

### **Safe and Well stages:**

1. Monitor attendance through normal attendance procedures
2. Phone calls to check children are safe and well at the already agreed time schedules for your school (use school phone):
  - contact CP families every 3 days;
  - contact CIN and vulnerable families once per week.
3. Home visits (**These should only be for CP/CIN and vulnerable children and any children where all other avenues of contact have been unsuccessful, including social care and where there is a real worry about the safety of a child or family**)
  - They should only be conducted with two members of school staff and to a home where it is deemed safe to do so.
  - Staff should travel separately (ensure that car insurance covers business use, with at least one charged school mobile phone, and personal items should be kept to a minimum)
  - Direct contact with parents/carers should be avoided
  - Contact should only be at least two metres distance or view through windows

- Only members of staff who are willing to go should conduct home visits. No member of staff can be made to go.
- These safe and well checks will be maintained during partial opening for some year groups.
- Risk assessment for pupils will be reviewed in keeping with the new partial opening.

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

### **Children Moving Schools**

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

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

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

### **Safer Recruitment / Training and Induction**

At Glapton Academy, all staff will already have had safeguarding training and have read Part 1 of KCSIE 2019. We will make sure that all staff are aware of

any new local arrangements so they know what to do if they are worried about a child. This is being addressed in this addendum.

Where we recruit new staff, or new volunteers in this COVID 19 period and phased returning of pupils, the DSL will continue to be provide a safeguarding induction. An up to date safeguarding policy will support this process as will Part 1 of KCSIE 2019.

At Glapton Academy, we understand that it is essential that people who are unsuitable are not allowed to work with children or gain access to them. Where we recruit new staff, we will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in Part 3 of KCSIE. In response to coronavirus, 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. The Home Office and Immigration Enforcement have also temporarily adjusted the right to work checks due to the coronavirus outbreak.

We also understand that there is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason we have concerns about an individual, we may obtain a new check in the usual way.

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

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

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

## **Online Safety**

As more children return it is important that we, at Glapton Academy continue to provide a safe online environment for those who remain at home. There is a high priority placed on this aspect while a significant amount of our pupils are at home. Some pupils will more than likely be accessing increased 'screen time'. At Glapton Academy we will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the Academy's IT systems, or on recommended resources. Glapton Academy will work closely with LEAD IT to maintain safe IT arrangements. We will ensure that all online and remote learning tools are GDPR and statutorily compliant.

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

We always consider the safety of the children when they are asked to work online. The starting point for online teaching follows the same principles as set out in our 'Code of Conduct' and 'E-Safety' policy. This policy includes acceptable use of technologies, staff pupil/student relationships, and communication, including the use of social media. The policy applies equally to any existing or new online and remote learning arrangements.

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

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

As we are in regular contact with parents and carers through our weekly calls which are logged on Sharepoint, we will use those communications to reinforce the importance of children being safe online. We also send regular texts and emails and have a dedicated phonenumber for queries and calls. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access, and be clear who from the school (if anyone) their child is going to be interacting with online.

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

### **Mental Health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where we have children of key workers and vulnerable children on site, and more children returning to school from 1 June onwards, we recognise that they could have concerns with their emotional wellbeing which could impact on how they behave and feel about returning to school. At Glapton Academy we have an extensive PSHE and pastoral curriculum in place to support these children and their families and if required we will ensure that appropriate support is in place for them which could include referrals to other agencies should the need arise.

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

Date of issue: 1<sup>st</sup> June 2020

## Appendix 1 – Safe and Well Protocols

### Welfare calling and checks on vulnerable pupils during school closure.

#### The Academy will:

- Notify all social workers of the parents/carers decision in whether to send their child into school (ideally via email or letter) and write to all parents concerned stating that you are happy to support and that their decision does not have to be final. You may change your approach as time goes on if there are warning flags from your contacts that any of the students is in difficulties and at risk. Keeping their social workers informed with your views when you have contacted the pupils is important.
- Complete a risk assessment and send a copy to the relevant worker, family and keep a copy on MyConcern for academy records.
- Set up a running record of concern on MyConcern for your CP and vulnerable pupils so a record of contact with families and relevant agencies can be kept. Upload any risk assessments completed for these pupils. (see attached risk assessment form)
- Contact **CP families every 3 days and CIN families once per week to check on welfare**. Any student who you think should be in but doesn't turn up should be contacted daily as per normal attendance procedures.
- Home Visits for CP and the most vulnerable - consider 2 members of staff, travel separately, avoid contact, view through windows.
- Those vulnerable students who do not 'meet' the published criteria of having a social worker, can be invited to attend school at the discretion of the safeguarding team. If it is felt that any of these pupils raises concerns further support of a school pace will be made.
- A list of vulnerable students will be made whom will be contacted on at least a two weekly basis.

- There is no need to call CIN/CP students daily when parents have said they won't be sending them in. Of course if there is need to ring it would be sensible to reinforce that provision is available in school for their child.

## Appendix 2 – Vulnerable / CP / CIN pupil risk assessment form

### Sample risk assessment: Vulnerable / EHCP Pupils – School or home

- This to be completed by the school to document the reasoning why the child is in school or at home and any risks associated with this.
- The completed risk assessments should remain on site.
- Reviews should be undertaken on a regular basis and if any circumstances change. The frequency of the review will depend on the remaining risks but could be weekly, fortnightly or monthly.

#### Safe and Well checks:

Identify the level of support or safe and well checks required based upon your risk assessment of students.

Record all contact on CPOMS/MyConcern/other safeguarding records.

Possible Safe and Well stages:

4. Monitor attendance through online learning platform
5. Phone calls to check children are safe and well - use of school phones
6. Home Visits for most vulnerable - consider 2 members of staff, travel separately, avoid contact, view through windows

#### Background:

##### 13. Do vulnerable children have to continue to go to school?

There is an expectation that vulnerable children who have a social worker will attend school, as long as it is safe for them to do so. In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and school should explore the reasons for this, directly with the parent, and help to resolve any concerns or difficulties wherever possible.

Where parents are concerned about the risk of the child contracting the virus, the school or social worker should talk through these anxieties with the parent following the advice set out by Public Health England.

Providers may also want to consider how to encourage children and young people to attend provision. Social workers will remain in contact with vulnerable children and families, including remotely if needed.

##### 20. Do all children and young people with an EHC plan need to continue at school?

Schools, colleges, other training providers and local authorities will need to consider the

needs of all children and young people with an EHC plan, alongside the views of their parents, and make a **risk assessment for each child or young person**. They will need to consider a number of different risks to each individual, including:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual's parents or home to ensure their health and care needs can be met safely
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered

Source: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

<b>Pupil Name</b>	
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<b>D.o.B.</b>	
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<b>School</b>	
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<b>Completed by</b>	
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<b>Parent / Carer and young person's viewpoint of risks of being at home or school (use criteria on page 1)</b>	
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Home	School

<b>Social care viewpoint of risks of pupil being at home or school (use criteria on page 1)</b>	
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Home	School

<b>School viewpoint of risks of pupil being at home or school (use criteria on page 1)</b>	
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Home	School

<b>Final decision and reasoning</b>			
In school <input type="checkbox"/>		At home <input type="checkbox"/>	
<b>Actions already taken by the school to support the child at home (if applicable)</b>			
<b>Further and ongoing actions to be taken by the school</b>			
<b>Action</b>	<b>By Whom</b>	<b>Target Date</b>	<b>Completed</b>
<b>Reviews</b>	Agreed Review frequency:		
Date:	Changes:		
	1 <sup>st</sup> version		

## Appendix 3 – EHCP/SEND pupil risk assessment form

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

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

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

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

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

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

<b>Risks to the child or young person, including their physical health and emotional wellbeing</b>
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Benefits	Risk

<b>Risks to the family, including their physical health and emotional wellbeing</b>
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Benefits	Risk

<b>Risks to the setting, including the safety of other CYP and adults.</b>
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Benefits	Risk

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

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**Further and ongoing actions to be taken by the school**

Action	By Whom	Target Date	Completed

**Reviews**

Agreed Review frequency:

Date:

Changes:

1<sup>st</sup> version


**Appendix 5 - Parents may call or email the school during office hours, children may use the Report a Concern button on the website during office hours or CEOP's button out of hours.**