

APPENDIX 5 – KEY COVID-19 RELATED CHANGES TO CHILD PROTECTION AND SAFEGUARDING POLICY (MARCH 2021)

UNITED LEARNING TRUST

Abbey Hey Primary Academy

24th February 2021

CHILD PROTECTION AND SAFEGUARDING POLICY (APPENDIX 5)

CONTEXT OF THIS APPENDIX

Schools and colleges will have an effective child protection policy in place reflecting business as usual. Appendix 5 outlines changes to arrangements as a response to Covid-19 arrangements either nationally or locally.

The policy continues to have regard to all local and national guidance, advice, procedures and practice as set out in the main body of this policy. It also has regard for relevant Department for Education guidance provided in response to COVID-19.

- **Contingency framework: education and childcare settings (excluding universities) – DfE (22/02/21)**
- **Schools coronavirus (COVID-19) operational guidance – DfE (February 2021)**

KEY AREAS

- Statutory Guidance;
- Attendance (Self-isolation and shielding, Contingency Framework and Vulnerable Children);
- Remote Education;
- Alternative Provision;
- Pupil Wellbeing and Support;
- Support from United Learning.

STATUTORY GUIDANCE

[Keeping children safe in education](#) is statutory safeguarding guidance that all schools, FE colleges, sixth form colleges and designated institutions must continue to follow. Other 16 to 19 providers are required to comply with relevant safeguarding duties and to follow the guidance in keeping children safe in education by virtue of their funding agreement.

Early years providers must continue to follow the safeguarding requirements in section three of the [Early Years Foundation Stage framework](#)

There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners (local authorities, clinical commissioning groups and chief officers of police).

ATTENDANCE

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

The usual rules on school attendance apply, including:

- parents' duty to secure their child's regular attendance at school (where the child is a registered pupil at school and they are of compulsory school age);
- the ability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

Where Pupils and/or families are anxious about attending school, the school will:

- Identify pupils who are reluctant or anxious about attending or who are at risk of disengagement and develop plans for re-engaging them (e.g. pastoral support, catch up funding and support services);
- Discuss any concerns with parents and provide reassurance on the measures being put in place to reduce any risks.;
- Remind parents that pupils of compulsory school age must be in school unless a statutory reason applies.

The school will put particular emphasis on:

- disadvantaged and vulnerable children and young people;
- pupils who were persistently absent prior to the pandemic;
- pupils who have not engaged with school regularly during the pandemic.

The school will record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.

During the week commencing the 8th of March secondary school pupils will be offered asymptomatic testing on site. The school will use the code Y for secondary pupils not expected to be attending school for lessons during this week due to the asymptomatic testing programme.

The school will use the code X if a child is self-isolating or quarantining because of coronavirus (COVID-19) in accordance with relevant legislation or guidance published by PHE or the DHSC.

Self-isolation and shielding

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:

- have symptoms or have had a positive test result;
- live with someone who has symptoms or has tested positive and are a household contact;
- are a close contact of someone who has coronavirus (COVID-19).

Contingency Framework

If attendance needs to be limited in early years settings, DfE may advise that only vulnerable children and children of critical workers should be allowed to attend. DfE will advise when children should be permitted to return.

If attendance needs to be limited in primary schools, DfE may advise:

- that primary schools only allow vulnerable children, children of critical workers, children in reception, year 1 and year 2 to attend; or
- that primary schools only allow vulnerable children and children of critical workers to attend.

In these circumstances, high-quality [remote education](#) should be provided for all other pupils.

Where restrictions are required, DfE may advise:

- that secondary schools allow only vulnerable children and young people, children of critical workers, pupils in years 10, 11, 12 and 13, and other pupils who were due to take external exams this academic year to attend; or
- that secondary schools only allow vulnerable children and young people and children of critical workers to attend.

High-quality [remote education](#) should be provided for all other pupils.

Where it is appropriate to increase attendance, DfE may advise that those groups listed above should be prioritised for return.

Where restrictions are introduced, boarding schools should follow the guidance for primary and secondary schools for determining which children should be taught in the classroom. Pupils not in these groups who cannot return home should continue to receive their education in the classroom.

Boarding schools should also follow the guidance for primary and secondary schools for determining which groups to prioritise for return to the classroom once restrictions are eased.

Vulnerable Children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan

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

Where pupils who are self-isolating are within the definition of vulnerable, the school will have systems in place to keep in contact with them.

When a vulnerable pupil is required to self-isolate, the school will:

- notify their social worker (if they have one);
- agree with the social worker the best way to maintain contact and offer support.

The school will have a procedure to:

- check if a vulnerable pupil is able to access remote education support;
- support them to access it (as far as possible);
- regularly check if they are accessing remote education.

The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally. All 16 to 18 year olds with underlying health conditions which put them at higher risk of serious disease and mortality will be offered a vaccine in priority group 6 of the vaccination programme. At present, these children should continue to shield, and self-isolate if they have symptoms or are identified as a close contact of a positive case, even if they have been vaccinated.

The school will request from parents a copy of the shielding letter sent to CEV children, to confirm that they are advised not to attend school or other educational settings whilst shielding guidance is in place.

REMOTE EDUCATION

The school will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19), in the circumstances provided for in the Remote Education Temporary Continuity Direction the school will keep a record of this activity but will not record it in the attendance register.

The DfE has produced guidance for [getting help with technology for remote education](#).

United Learning has produced a 'Live streaming lessons safeguarding checklist' that all staff should have read and understood.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL;
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning;
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#);

- [safeguarding and remote education during coronavirus \(COVID-19\)](#);
- annex C of [keeping children safe in education](#).

PUPIL WELLBEING AND SUPPORT

The school will continue to:

- address and equip pupils to respond to issues linked to coronavirus (COVID-19);
- support pupils with approaches to improving their physical and mental wellbeing;
- provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.

The school will consider using pastoral and extra-curricular activities to:

- support the rebuilding of friendships and social engagement;
- address and equip pupils to respond to issues linked to coronavirus (COVID-19);
- support pupils with approaches to improving their physical and mental wellbeing.

The school will offer pastoral support to pupils who are:

- self-isolating;
- shielding;
- vulnerable.

SUPPORT FROM UNITED LEARNING

United Learning Central Office will provide support and guidance as appropriate via the Safeguarding Lead to enable the DSL to carry out their role effectively.