



**Bridgelea Primary School
Bridgelea Road
Withington
Manchester
M20 3FB**

COVID-19 SAFEGUARDING POLICY

Implemented	April 2020
Presented by	LISA SHAW
Ratified by Governors	
Review Date	May 2020

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

Bridgelea Primary School Vision & Mission Statement

Vision "Understanding People"

Mission Statement

"We work with people to build aspirations, connect, challenge, change and grow. We are an outstanding school and a proud founding member of the City of Manchester Learning Partnership."

- We value **SUCCESS**. Children achieve academic as well as social and emotional growth.
- We value **SAFETY**. We care for each other and keep each other safe.
- We value **CO-OPERATION**. As a school we will endeavour to co-operate with the community to inspire and empower every individual.
- We value **COMMUNICATION**. We believe that all behaviour is communication.
- We value **DEVELOPMENT**. Learning is understood developmentally.
- We value **WELLBEING**. We have a holistic approach to wellbeing across the school.
- We value **DIVERSITY**. We celebrate each other as unique individuals with rights that we respect.

UN Rights of the Child: Bridgelea 10 Articles

Through the School Council the children decided they would like to focus on the following 10 Articles, whilst understanding no right is more important than another:

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13

You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 15

You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 24

You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27

You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30

You have the right to practice your own culture, language and religion - or any you choose. Minority and indigenous groups need special protection of this right.

Article 31

You have the right to play and rest.

Article 39

You have the right to help if you've been hurt, neglected or badly treated.

The Six Principles Of Nurture

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Lisa Shaw	07712 330424
Deputy DSL	Emma Neary	07715 905078
Designated member of senior leadership team if DSL (and deputy) can't be on site	Kelly Eyre Rebecca Squires Caroline Gibson Diane Hallworth	07739 868066 07590 883160 07712 530464 07921 476440
Headteacher	Philip Hoyland	07739 868067
Local authority designated officer (LADO)	Majella O'Hagan and Jackie Shaw	0161 234 1214
Chair of governors	Ed Haygarth	07852 392802

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners and local authority (LA) Manchester City Council

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
 - With a child protection plan
 - Assessed as being in need
 - Looked after by the local authority
- Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We will have a trained DSL or deputy DSL on site at all times. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Kelly Eyre, Deputy Headteacher. You can contact them by telephone on 07739 868066.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

5. Working with other agencies

We will continue to work with Children's Social Care, and with Virtual School Heads for Looked-After and previously Looked-After children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

Due to the current COVID 19 situation we have taken the decision to suspend all planned Manchester Safeguarding Partnership meetings for the foreseeable future. This decision will be continually reviewed and we may consider moving to virtual options. We appreciate however at this moment in time that partner agencies are inevitably prioritising critical frontline work.

The Business unit will continue to support the current priorities of The Partnership including the completion of outstanding adult and children's reviews and will bring together key partners at a regular frequency to review the multi-agency arrangements to support the dynamic adjustments to protocols in light of the impact of Covid 19.

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by telephone
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This information has been gathered as part of the Spring data collection gathering information.

All pupils who are not expected to be in school, should be recorded as 'code X'.

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Children invited to school but not attending – leave of absence form to be completed to gain authorised absence coding

Shielding advice is currently in place, all children deemed clinically extremely vulnerable are advised not to attend school.

Phone calls home will be made when children expected to attend do not arrive at school.

To support the above, we will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker, if allocated.

7. Peer-on-peer abuse

We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE 2020 and of those outlined within of the Child Protection Policy.

We will listen and work with the child, parents/carers and any multi-agency partner required to ensure the safety and security of that child.

Concerns and actions will be recorded on CPOMS (or equivalent) and appropriate referrals made.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education. Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. An example of these children are children who have previously had a Social Worker or who have not met the threshold for a referral but where staff have raised concerns. If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a Social Worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and Social Worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- Visits will be scheduled to be undertaken on a once per week basis by the DSL and Deputy DSL with the expectation that home learning can be delivered, a welfare check on the pupil can be completed and a discussion can be held with the parent/carer regarding the availability of a school placement for their child.
- Health and Safety precautions are being taken by providing gloves and anti-bacterial hand sanitiser and only doorstep visits will be undertaken by observing the current social distancing rules.

We have agreed these plans with Children's Social Care where relevant, and will review them on a weekly basis via email.

If we can't make contact, we will leave a calling card informing the parent that a daily visit will be completed until face to face contact has been made and inform all involved professionals via email.

A record of all home visits will be recorded on CPOMS

We have a contact plan for all other children on role with the school who will receive weekly telephone call from a Class Teacher to check on welfare of the pupil and to support parents to access the online learning portals.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

Our IT Service Provider is available throughout this period remotely.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing Relationships Policy, Acceptable Use of ICT Policy, Code of Conduct Policy and E-Safety Policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

Information regarding staying safe online is being shared with parents and carers via Class Dojo.

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Pupils have been provided with support to use their Class Dojo account to contact the Class Teacher if they have any concerns or need any help and support.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum

- Confirmation of local processes
- Confirmation of DSL arrangements

13.3 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

14. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 4 weeks by Lisa Shaw. At every review, it will be approved by the Headteacher and Deputy Headteacher.

16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff Code of Conduct Policy
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Whistleblowing Policy
- Discipline and Dismissal Policy

APPLICATION FOR LEAVE OF SCHOOL ABSENCE

DURING A PERIOD OF RESTRICTED OPENING DUE TO COVID-19 AND FOLLOWING PHE (PUBLIC HEALTH ENGLAND) AND/OR THE DEPARTMENT OF HEALTH AND SOCIAL CARE (DHSC) ADVICE

Important Information for Parents/Carers

- During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only
- Parent(s)/carer(s) of vulnerable children who have been invited to attend school are able to request permission for their child not attend.
- Requests for Leave of School Absence should be made, one for each child, by the child’s parent(s)/carer(s).
- Parents should specify the measures they will take to minimise the impact of the absence.
- It is expected that parents do not take their child on holiday during this time.
- No parent will be penalised for following official public health advice for their child not to attend a given session.

I wish to apply for Leave of Absence from school to be granted to:

Name of Child: _____ Year: _____
First Date of Proposed Absence: _____ Date of Birth: _____

(For brothers/sisters at other schools) I have also applied toSchool/Academy for leave of absence for

.....

Reason for Proposed Absence – please provide reasons to support the application including evidence

.....

.....

.....Please say how you will ensure your child accesses the remote education provided by school

.....

.....

For children with an education, health and care plan (EHCP):

I understand that it may not be possible for all the provisions in the EHCP to be delivered if my child takes a leave of absence.

Yes / No

Signature of Parent/Carer:Print Name:

Date:.....

Please return to: (INSERT DETAILS)

.....

.....