

## Annex 1



# COVID-19 Cicely Haughton School

## Safeguarding & Child Protection Policy Update

(TO BE READ IN CONJUNCTION WITH Cicely Haughton School MAIN POLICY)

Updated 11<sup>th</sup> January 2021, in line with DfE Covid 19 safeguarding in schools, colleges and other providers' guidance

[Restricting attendance during the national lockdown: schools  
\(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/restricting-attendance-during-the-national-lockdown-schools.pdf)

[Actions for schools during the coronavirus outbreak - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/actions-for-schools-during-the-coronavirus-outbreak)

**School Name:** Cicely Haughton

**Policy Owner:** Karen Rutter

**Date:** 11.01.21

**Ratified by LAB:** 01.02.21

**Date shared with staff:** 02.02.21

## **Context**

From 5<sup>th</sup> January 2021 parents were asked to support public health efforts by keeping their children at home, wherever possible, and for schools to remain open for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were also asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education. [Keeping children safe in education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/Keeping-children-safe-in-education.pdf)

### **Trust Guiding principles have been:**

- Working to the national mantra of- **Stay at Home-Protect the NHS-Save Lives** and keeping numbers in school to the essential
- Following government advice in relation to safety and procedures
- Working in close liaison and consultation with parents/cares/social workers to achieve the above desired outcomes- through outstanding communication
- Using risk assessments and local knowledge to identify those vulnerable children who might need a place in school juxtaposed against the above objectives
- Providing school places for Key Worker Children taking into account the above objectives
- Providing FSM pupils with food provisions adhering to social distancing guidelines
- Conducting Safe and Well Checks in line with your Safeguarding Policy and procedures and safety recommendations around social distancing
- Exercising your duty of care to staff taking into account those who are vulnerable or live with those who are vulnerable and everyone's wellbeing
- Remaining flexible and matching numbers of children to numbers of staff through risk assessments
- Rotating staff for wellbeing and minimising contact
- Not opening if there are no children taking up the offer of a place
- Having suitable succession planning in place for school leadership managing the opening of schools and organisation of FSM and Safe and Well checks.

**This is an addendum to the Cicely Haughton School Safeguarding, and Child Protection Policy.**

## Key Contacts

Role	Name	Contact Number	Email
Designated Safeguarding Lead	Karen Rutter		<a href="mailto:krutter@cicely.manorhall.academy">krutter@cicely.manorhall.academy</a>
Deputy Designated Safeguarding Lead	Paul Spreadbury	01782 550202 07854650824	<a href="mailto:headteacher@cicely.manorhall.academy">headteacher@cicely.manorhall.academy</a>
Deputy Designated Safeguarding Lead	Janey Hancock		<a href="mailto:jhancock@cicely.manorhall.academy">jhancock@cicely.manorhall.academy</a>
Designated Teacher for Looked after Children	Janey Hancock		<a href="mailto:jhancock@cicely.manorhall.academy">jhancock@cicely.manorhall.academy</a>
Chair of Governors	Sue Corfield		<a href="mailto:s.corfield@manorhall.academy">s.corfield@manorhall.academy</a>
Named Safeguarding Governor	Sue Corfield		<a href="mailto:s.corfield@manorhall.academy">s.corfield@manorhall.academy</a>

### Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. 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 or in the process of being referred to children’s services
- adopted children or children on a special guardianship order
- 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)
- care leavers

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

[Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/children-of-critical-workers-and-vulnerable-children-who-can-access-schools-or-educational-settings)

Cicely Haughton School recognises that previously looked after children are a potentially vulnerable group who may not have a social worker and will consider the support and offer to this cohort of children. In particular families and friend’s carers may need additional support. Some previously looked after children may still have significant emotional wellbeing needs linked to their journey into care. Education settings have a key role in supporting the stability of those children with special guardianship orders or in adoptive homes.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority 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, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children’s social care support.

Cicely Haughton School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. We will work with social workers to ensure that Personal Education Plans (PEPs) for Looked After Children are up to date with the current education offer that looked after children are accessing. The lead person for this will be: **Janey Hancock**

The Safeguarding Team will continue to provide support to teachers and pastoral staff to ensure that contact is maintained with children (and families) who are not attending school.

Schools are expected to allow and strongly encourage vulnerable children and young people to attend. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place. If vulnerable children and young people do not attend, Cicely Haughton School will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests
- work together with the local authority and social worker (where applicable) and other relevant partners to 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

Where schools grant a leave of absence to a vulnerable child or young person they should still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.

Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.

Cicely Haughton School are encouraged to work collaboratively with other schools and education providers and other local partners (including the local authority, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to face provision for vulnerable children.

Where parents are concerned about the risk of the child contracting COVID19, Cicely Haughton or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Cicely Haughton will encourage our vulnerable children and young people to attend a school, including remotely if needed. The DSL will continue to provide support to teachers and pastoral staff to ensure that contact is maintained with children (and families) who are not attending school.

### **Alternative Provision Schools**

Alternative Provision schools should remain open to vulnerable children and young people and children of critical works (recognising that the characteristics of the cohorts in alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate).

We expect AP schools to actively encourage those they consider to be vulnerable – identified in partnership with local services - to attend provision. They should provide robust remote learning for those who are not attending.

On occasion AP schools will encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. In these circumstances they should seek to resume as close as possible to full time provision, as soon as possible, for all children of critical workers and those deemed vulnerable.

Hospital schools should continue to provide full time education where it is safe and feasible to do so, and in line with hospital infection prevention and control (IPC) measures.

### **Special Schools and Specialist Post 16 Provision**

We want our children and young people in Cicely Haughton School to continue to receive high-quality teaching and specialist professional support. This is because we know that children and young people with special educational needs and disabilities (SEND), and their families, can be disproportionately impacted by being out of education. Cicely Haughton should continue to welcome and encourage pupils to attend full-time where the parent/carer wishes for their child to be able to attend. Special post-16 settings should continue to welcome and encourage students to attend as per their usual timetable where the young person wishes to attend.

On occasion Cicely Haughton School may encounter circumstances where we cannot provide our usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. In these circumstances we should seek to resume as close as possible to the child or young person's specified provision as soon as possible.

Pupil level risk assessments, which were used last spring, should not be used to filter children and young people in or out of attendance, but could be helpful to prioritise the provision a child or young person can get if full time provision for all is not possible.

## **Attendance**

During this 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 (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils should receive remote education. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school.

Cicely Haughton School will continue to record attendance in the register. We will follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we may authorise the absence during this national lockdown period.

All pupils who are not eligible to be in school should be marked as Code X. They are not attending because they are following public health advice. As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know.

The DfE expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

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

Cicely Haughton School and social workers will agree with parents/carers whether children in need should be attending school and we will then follow up on any pupil that they were expecting to attend, who does not.

We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Phone calls will be made to the parents/carers in these circumstances.

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

## **Critical Workers**

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections. Children with at least one parent or carer who is a critical worker can go

to school or college if required, but parents and carers should keep their children at home if they can.

[Critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

The full list can be found here:

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare :-

- childcare
- support and teaching staff
- social workers
- specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

Key Public Services:-

- those essential to the running of the justice system
- religious staff
- charities and workers delivering key frontline services
- those responsible for the management of the deceased
- journalists and broadcasters who are providing public service broadcasting

Local and national government. This only includes those administrative occupations essential to the effective delivery of:-

- the coronavirus (COVID-19) response, and the delivery of and response to EU transition
- essential public services, such as the payment of benefits and the certification or checking of goods for import and export (including animal products, animals, plants and food), including in government agencies



Food and other necessary good. This includes those involved in food:-

- production
- processing
- distribution
- sale and delivery
- as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines)

Public safety and national security. This includes:-

- police and support staff
- Ministry of Defence civilians
- contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak and EU transition)
- fire and rescue service employees (including support staff)
- National Crime Agency staff
- those maintaining border security, prison and probation staff and other national security roles, including those overseas

Transport and border.

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response and EU transition, including those working on transport systems through which supply chains pass and those constructing or supporting the operation of critical transport and border infrastructure through which supply chains pass.

Utilities, communication and financial services. This includes:-

- staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure)
- the oil, gas, electricity and water sectors (including sewerage)
- information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response

- key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services)
- postal services and delivery
- payments providers
- waste disposal sectors

[Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

### **Designated Safeguarding Team**

Designated Safeguarding Lead – Karen Rutter

Deputy Designated Safeguarding Lead – Paul Spreadbury & Janey Hancock

Chair of Governors – Mrs Sue Corfield

Safeguarding Governor – Mrs Sue Corfield

In Cicely Haughton School 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 or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online systems and liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.

The Cicely Haughton’s Safeguarding Team will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### **Safeguarding & Reporting of Concerns**

Where staff have a concern about a child, they should continue to follow the process outlined in the Cicely Haughton School Safeguarding Policy.

Staff are reminded of the need to report any concern immediately and without delay. This may mean by email to the DSL/DDSL to ensure the concern is captured.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Head Teacher. If there is a requirement to make a notification to the Head Teacher whilst away from the site, this should be done verbally and followed up with an email.

Concerns around the Head Teacher should be directed to the Chair of Governors, this is **Sue Corfield**.

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education.

It will be important that all staff working in the school are aware of this revised policy addendum.

There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). We expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe – particularly as more children and young people will be learning remotely.

### **Safeguarding Training and Induction**

All existing school staff at Cicely Haughton School 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 Cicely Haughton, 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 consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current school 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
- that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of our child protection policy, confirmation of local processes and confirmation of DSL arrangements.

### **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, Cicely Haughton School 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). Schools must comply with their legal duties regarding pre-appointment including having regard to part three of the statutory safeguarding guidance 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.

Where Cicely Haughton School are utilising volunteers, the school 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.

Cicely Haughton 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.

Cicely Haughton School will also 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 Cicely Haughton School is aware, on any given day, which staff/volunteers will be in school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Cicely Haughton will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **Volunteers**

Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools are using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of keeping children safe in education.

Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.

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).

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.

## **Online Safety in School**

Cicely Haughton School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where pupils are using computers in school, appropriate supervision will be in place.

## **Children and Online Safety away from School**

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 Child Protection 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 online teaching and learning policy and all live lessons must be recorded.

Cicely Haughton School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider IF there are virtual lessons, especially where webcams are involved:

- No 1:1s, groups only, unless specific permission has been granted.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in staff bedrooms; and the background should be blurred.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior leaders and approved by our IT network manager / provider to communicate with students
- Staff should note the length, time, date and attendance of any sessions held and report any safeguarding concerns.

The behaviour policy has an addendum for conduct in online lessons.

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 Cicely Houghton School's Child Protection 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 Cicely Houghton code of conduct.

Cicely Houghton School will ensure that any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

### **Delivering Remote Education Safely**

Keeping children safe online is essential.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online. Support on delivering online remote education safely is available from:

- [safe remote learning](#) safe remote learning, published by SWGfL
- [online safety](#) 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 [video conferencing](#)
- [safeguarding and remote education during coronavirus Covid-19](#) safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **Supporting Children not in School**

Cicely Haughton School is committed to ensuring the safety and wellbeing of all their Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in Cicely Haughton, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Cicely Haughton's Safeguarding Team will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. Cicely Haughton School will share safeguarding messages on its website and social media pages.

Cicely Haughton School recognises that Cicely Haughton is a protective factor for children and young people, and that the current circumstances, can affect the mental health of pupils and their parents/carers. All Cicely Haughton staff are aware of this in setting expectations of pupils' work where they are at home.

Cicely Haughton School will ensure that where they care for children of critical workers and vulnerable children on site, they ensure appropriate support is in place for them.

### **Supporting Children in School**

Cicely Haughton is committed to ensuring the safety and wellbeing of all its pupils.

Cicely Haughton will continue to be a safe space for all children to attend and flourish. Our Governors and Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Cicely Haughton will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

They will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where Cicely Haughton School has concerns about the impact of staff absence – such as the Designated Safeguarding Lead or first aiders – they will discuss them immediately with the Chair of Governors.

## **Mental Health**

Cicely Haughton School are aware of the impact of the negative experiences and distressing life events on the mental health of children, parents and staff. We will, as we always have, ensure there is appropriate support and signposting to relevant support agencies in place, and also supporting those children who continue to work from home.

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances.

The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

To support school staff to understand how coronavirus (COVID-19) is affecting children and young people's mental health and wellbeing, and what they can do to look after, promote and support their own, other staff's and children and young people's wellbeing and mental health, the government has recently launched the [wellbeing for Education Return programme](#)

Schools should also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. Schools should also consider support needs of particular groups they are already aware need additional help (for example, children in need.)

Schools should also make sure that parents and pupils are aware of who in the school to contact if they have a new concern about mental health and wellbeing.



We should consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:

- Support social engagement and maintaining friendships
- Address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- Support pupils with approaches to improving their physical and mental wellbeing

We should consider how we are working with school nursing services to support the health and wellbeing of their pupils; school nursing services are continuing to offer support to pupils in school and working remotely– school nurses as leaders of the healthy child programme can offer a range of support including:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe Schools and school nurses need to work together to ensure delivery of the [healthy child](#) programme (which includes immunisation), identifying health and wellbeing needs

### **Peer on Peer Abuse**

Cicely Haughton School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where Cicely Haughton 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 the Child Protection Policy. We will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions will be recorded appropriate referrals made.

### **Support from the Multi-Academy Trust**

The Multi-Academy Trust (MAT) will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

## **USEFUL CONTACT NUMBERS**

**FIRST RESPONSE PHONE NUMBER :- 08001313126**

**DUTY LADO :- Contact First Response, 0800 1313126**

**NSPCC :- 0808 800 5000**

[virtual.school@staffordhsire.gov.uk](mailto:virtual.school@staffordhsire.gov.uk)

**ESAS:- 01785 895836**

## **USEFUL LINKS**

<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>

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

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>