EBOR ACADEMY TRUST

Policy Number

4

Safeguarding and Child Protection Policy of Intent

Approved By: CEO/Chair of the Board of Trustees

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Audience:	Parents
	Academy staff and volunteers
	Local Governing Bodies
	Trustees
	Regional Boards
	Local Authorities
Other related policies:	Attendance; Behaviour; Code of Conduct; Disciplinary; E-safety; Health and Safety; Missing Pupils; Recruitment; Whistleblowing

At Ebor, our actions and our intentions as school leaders are guided by our values:

Excellence   We recognise that all those who are part of Ebor, whether adult or child, will be supported to achieve excellence in all they do.

Belonging   We act as one organisation and are responsible for supporting each other to achieve the best we can.

Opportunity   We providing learning that is relevant, motivating and engaging that releases a child's curiosity and creativity. We provide career pathways for the adults in our origination so that everyone can achieve their aspirations and fulfil their potential.

Respect   We acknowledge and celebrate that all people are different and can play a role in the Ebor family whatever their background or learning style. We celebrate the diversity within our localities and celebrate the unique characteristics within each setting.

Contents:

* Appendix A: During the COVID-19 Pandemic, all Schools within the Ebor Academy Trust have been requested to updated their safeguarding policies to include the information outlined in Appendix A.

POLICY OVERVIEW

Overarching Principles

1. Introduction

1.1 Due to the nature of its business, Ebor Academy Trust is fully committed to upholding the highest standards of safeguarding for the protection of children and vulnerable adults in its care. This commitment extends to all adults who work or volunteer within a school setting; including apprentices, whether they are directly employed by the Trust or being trained by it.

1.2 Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (2019) as: 'protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.'

2. Core Principles

2.1 The Trust fully recognises its responsibility to safeguard and promote the welfare of all within the organisation, including vulnerable adults and those who are on programmes of study/training and/or apprenticeships in the Trust.

2.2 We recognise that academies and academy personnel are in a unique position in their care of children. As a training provider we also recognise our responsibility towards any vulnerable adult who works in or is engaged in training or volunteering.

2.3 It is the responsibility for all staff to safeguard pupils, and to be aware of vulnerable adults in order to promote their welfare.

2.4 All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to ensure effective levels of safeguarding and care are afforded to all of our pupils.

3. Statement of Intent

3.1 **All the academies within the Ebor Academy Trust will adopt the inter-agency procedures and policy provided by the Local Safeguarding Children's Board (LSCB) within each local authority locality. These will be distributed annually by the Ebor Safeguarding Specialist.**

These will be distributed annually by the Ebor Safeguarding Specialist.

4. Roles & responsibilities

4.1 **Pupils will:** adhere to academy rules regarding conduct and safe behaviour; report anything that worries them to a trusted adult.

4.2 **Parents/carers will:** work collaboratively with Trust staff to promote the safety of their children and of other pupils; support each academy to teach pupils about keeping safe by reinforcing key safety messages; report any safeguarding concerns regarding their own children or another pupil in the academy.

4.3 **The academy will:** ensure that all pupils have a safe learning environment and are taught about how to keep safe; train and support all adults involved with the academy to appropriately identify and respond to any pupil at risk of harm; work collaboratively with parents and professional agencies to safeguard pupils.

4.4 **Local Governing Bodies will:** adopt and be familiar with the policy developed by the local authority safeguarding board within their locality and ensure it is applied robustly throughout the academy; review it regularly (annually at a minimum) to ensure the effectiveness and rigor of safeguarding practice at our academy; appoint a Designated Safeguarding Governor; check the SCR each cycle.

4.5 **Ebor central services staff will:** know, understand and follow the safeguarding procedures for each academy within which they work; undertake relevant regular training and updates to ensure their skills and knowledge support them to meet their safeguarding responsibility; will monitor the 20% of Single Central Records and as a result disseminate learning outcomes; will monitor the induction process for all new staff.

4.6 **Ebor Regional Safeguarding Specialist will:** advise and challenge academies and their staff and support them in deploying best practice to meet their statutory safeguarding responsibilities; will liaise with each local authority safeguarding board and ensure each academy has adopted the Safeguarding and Child Protection Policy for their locality; will undertake a Safeguarding review of 20% of academies annually and disseminate learning from those visits.

4.7 **The Headteacher/Head of School will:** be responsible for the implementation of the Local Safeguarding Board Policy appropriate for their locality area; appoint the

Designated (and deputy) Safeguarding Lead; ensure all staff receive the required training; monitor the SCR; take full responsibility for safeguarding in their setting; complete the annual LA safeguarding audits.

4.8 **The Trustee Board will:** will appoint a safeguarding trustee to oversee the Trust safeguarding strategy; ensure all academies have adopted the Locality Safeguarding policies; is aware of outcomes of safeguarding reviews and subsequent actions.

POLICY PRINCIPLES IN DETAIL

5. The role and responsibilities of the Designated Safeguarding Lead

5.1 A senior member of staff from each academy's leadership team is to act as the Designated Safeguarding Lead (DSL) This person will coordinate all safeguarding and child protection procedures at the academy, and will take lead responsibility for this area, which will be specified in their job description.

5.2 The academy will also appoint one or more Deputy Designated Safeguarding Leads, who will be trained to the same level as the Lead, will have their Deputy DSL role included in their job description, and to whom activities may be delegated.

5.3 During school hours, the Designated Safeguarding Lead or their Deputy will be available to discuss any safeguarding concerns, either in person or, in exceptional circumstances, via phone or other modes of communication.

5.4 The Designated Safeguarding Lead and their Deputies will undergo suitable training including Prevent training, to equip them with the skills and knowledge required to undertake their role, which will be updated in accordance to the policy expectations of each local authority; their skills and knowledge will be refreshed at regular intervals, annually at a minimum.

5.5 The Designated Safeguarding Lead and their Deputies will ensure that all staff know and understand the safeguarding and child protection procedures at their academy, as well as working effectively with the local inter-agency procedures for assessment of early help needs and for referrals of suspected cases of abuse.

5.6 The Designated Safeguarding Lead is expected to oversee and manage all referrals of suspected abuse that are made to Social Care, Police, Channel, and other agencies, and will also support and liaise with any academy staff who have either been involved in making such referrals or who have concerns about a pupil which may subsequently require a referral.

5.7 The Designated Safeguarding Lead and their Deputies will maintain detailed and secure written or electronic records of any concerns and referrals, and all subsequent follow up actions/ communications. Records should be actioned and updated within 24 hours of the event taking place or in accordance to the requirements set out in the LSCB safeguarding policy.

6. Induction and training

6.1 We will train all academy staff, trainees, apprentices and volunteers in line with their LSCB procedures to equip them with the necessary skills and knowledge to support them to   fulfil their safeguarding responsibilities. This will take place upon induction, no later than 1 month after employment commences, and will be refreshed regularly, no less than annually, throughout the course of their work with our academy.

7. Specific safeguarding issues

7.1 We recognise that adults working in our academies are in a unique position to recognise and respond to signs of abuse, and that these can take place and manifest in a variety of ways, including peer on peer.

7.2 Induction training and regular refresher sessions will equip staff and volunteers to understand the different types of abuse, including specific safeguarding issues such as Female Genital Mutilation and radicalisation, and support them to know how to respond to any concerns.

8. Contextual safeguarding

8.1 Children are subject to possible risk at home, school and in their local community and environment, and we recognise that in order to effectively safeguard our pupils and promote their welfare that we need to understand any specific issues arising in the local area that can affect the risk posed to them.

8.2 Significant risks known to be prevalent in the area and community local to each academy will be detailed by each academy.

8.3 We will work with local partners, including Social Care and Police, to ensure that we stay alert to any emerging contextual risks, and to ensure that assessment of risk for any of our pupils includes appropriate reference to their local community and environment.

9. Processes, procedures, and inter-agency liaison

9.1   Each academy will follow the procedures set down by the LSCB for responding to any possible signs of abuse, using the forms required by the LSCB. This will be explained to all staff and volunteers at induction. Training and refresher sessions will reinforce effective techniques for recording concerns, and will highlight the importance of accurate written records.

9.2   CPOMS: All Ebor schools are required to use the online, secure recording software which allows staff to record information in a central repository and have relevant people altered immediately. All safeguarding concerns records, and any other documentation of a safeguarding nature, are held in CPOMS separately from any other pupil information, and are stored securely with access limited only to the Designated Safeguarding Lead, their Deputies, and the Headteacher, who have received the appropriate DSL training.

9.3   Pupil safeguarding records (CPOMS) will contain any relevant information and documentation related to the pupil's safety and welfare. Their contents will be logically organised, and will be prefaced by a chronology detailing the key events and information related to the case. Should the pupil leave the academy, a copy of their safeguarding file, separate to their main pupil file, will be transferred to the new school within 10 working days of the academy receiving confirmation of new school, from whom confirmation of receipt will be required.

10. Early Help

10.1   We recognise that early intervention when a child or family is starting to show signs of concern can be critical to ensure that the right help and support is sourced, preventing any further escalation of issues or a decline in the child's safety and wellbeing.

10.2   We recognise that partnerships with parents and carers is crucial in identifying the need for early help and for effective collaboration to improve the life chances for pupils. We work proactively with parents and carers to develop effective relationships between home and school, and to promote the benefits of early help and intervention to support their child.

10.3   Any child can benefit from early help, but we are particularly alert to the needs of: SEND pupils; young carers; pupils vulnerable to anti-social behaviour, gangs, exploitation and radicalisation; pupils currently in or recently returned from care or those being privately fostered; pupils misusing drugs or alcohol or living in

households where drugs or alcohol are being misused; pupils living in households with domestic violence or parental mental health concerns.

10.4   In a case where a concern about a pupil does not suggest a risk of significant harm but they remain in need of additional support, the Designated Safeguarding Lead will liaise with parents and, with their permission, follow local Early Help Assessment guidelines in order to source the most appropriate support.

11.   Safer recruitment and the Single Central Record

11.1   We recognise that it is critical to ensure that our pupils are taught and supported by adults who are safe to do so, and that we are responsible for promoting a culture of safety within our academy environment by preventing unsafe adults from having access to it.

11.2   In line with expected practice for safer recruitment, a minimum of one member of academy staff will undertake training in 'Safer Recruitment', and will be present on any interview panel.

11.3   Our School Business Partner will maintain a Single Central Record, detailing the required and relevant recruitment and vetting checks undertaken on all school employees, apprentices, volunteers, Governors, agency workers and third-party staff.

11.4   Headteachers will oversee the SCR and be accountable for its accuracy, checking it regularly and termly as a minimum, making a record of the check and any subsequent actions that arise. The designated governor will check the SCR every cycle and report that this has been done to the Local Governing Body meeting, also making a record of the check and any subsequent actions that arise.

11.5   The Single Central Record will be supported by files containing appropriate supporting evidence for recruitment and vetting checks, held in line with Data Protection legislation.

12.   Teaching pupils to stay safe

12.1   We recognise the importance of teaching our pupils how to stay safe, and that opportunities to do so form an integral part of a broad and balanced curriculum.

12.2   Learning opportunities will take the form of: PSHE lessons, Computing lessons, Sex and Relationships education, assemblies, circle time, class/form time, and

visiting speakers, as well as smaller group and focussed intervention for particular vulnerable pupils as needed.

12.3   The ethos of our school and its curriculum will support the promotion of British Values, which is known to build resilience to exploitation and radicalisation.

12.4   We will model and teach safe behaviour and appropriate language (including how to stay safe online), and will promote a culture of safety within our academy where everyone's opinion is valued and everyone has someone safe to whom they can turn.

12.5   We will actively collect feedback from our pupils, and will regularly engage with Pupil Voice to seek the views of pupils on their experiences of feeling safe at our academy and within their communities.

13.   IMPLEMENTATION

13.1   This policy applies to all adults involved with our academies, including paid staff, volunteers, visitors, those in training (apprentices, ITT) and Governors. This, together with the LSCB Safeguarding policy for each locality will be publically available on each academy website. We will also make available and/or signpost all relevant statutory and legislation safeguarding and child protection documentation to staff and volunteers for their reference.

14.1   At the beginning of the academic year all academy staff and volunteers, including Governors, are required to familiarise themselves with the LSCB policy and procedures, together with Part 1 and Annex A of Keeping Children Safe in Education (2019). All staff will be required to sign a confirmation that they have read and understood these documents, and that they agree to abide by their contents.

14.2   Any new staff who join the Trust subsequent to the annual policy issue will receive a specific safeguarding induction, where the LSCB policy, plus our academy's Code of Conduct, Whistleblowing policy, behaviour policy, e-safety, acceptable use & social media policy/ies, any additional information about responding to children missing in education (CME), together with Part 1 and Annex A of Keeping Children Safe in Education (2019) will be shared and discussed. These staff will also be required to sign a confirmation that they have received, read and understood these documents, and that they agree to abide by their contents.

14.3   This policy, the roles and responsibilities will be reviewed annually to ensure all children and any vulnerable adults working or volunteering in our academy trust are safe and their welfare promoted.

Appendix A:

With effect from 03/04/ 2020

For the immediate attention of all staff and Governors
<mark>**Academy**</mark>

This addendum specifies our academy response to Covid-19 and our additional measures that have been put into practice to safeguard our children.

'Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy.'

'It is important schools and colleges (led by a DSL or deputy, wherever possible) review and revise their child protection policy and keep it under review as circumstances continue to evolve. In some cases, a COVID-19 annex/addendum that summarises any key COVID-19 related changes might be more effective that re-writing and re-issuing the whole policy'

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers DfE 27/03/20

Context

In response to COVID guidance 27/03/20 the specific contingency plans and awareness raising measures are outlined in this addendum to the existing school Child Protection and Safeguarding (CP&S) arrangements. As such, these contingency arrangements are obligatory and must be followed by all staff. We all have a shared responsibility for CP&S.

Whilst the Child Protection & Safeguarding arrangements and responsibilities outlined in the Ebor Academy Trust strategic policy remain in place, in the current context, specific and vital additional strategies are required to be implemented to ensure continuity of support for vulnerable children and others attending school at this time.

We will endeavour to do all that we can to continue to provide a safe and caring environment for all children and staff attending school and to support children not attending as much as practicably possible.

We recognise that some of the children attending school are our most vulnerable and may be at even greater risk or stress at this time due to family problems or mental health concerns or other issues.

Staff are aware through this time of national crisis and school closures of the potential significant impacts on a child/young person's mental health and wellbeing. Staff are ensuring that if they have such concerns about a child, be that child attending the provision or otherwise, they are able to gather all concerns/disclosures and record and report them through the usual channels. Any indicators that a child is potentially at risk or vulnerable, through disclosures or behaviours presented through online classrooms and remote teaching tools, must still be collated and reported in the usual manner. Where schools are operating rotating leadership teams or remote DSL support then all staff should be clear on who they report disclosures and concerns to on a daily basis.

The leadership team and governors also are aware and sensitive to the pressures that staff, including themselves, are under at this time and recognise that they require support in order to be able to support the children they care for at school. This is particularly the case for staff such as DSLs, SENDCO, pastoral teams and Designated LAC teachers who have such an important role to play in supporting our most vulnerable children.

1. **Updated advice from the local safeguarding partners or MAT (include contact numbers and referral procedures if different to your usual reporting arrangements)**
   1.1 Due to COVID19 the Ebor Academy Trust has assigned the strategic responsibility for safeguarding to the Trust Safeguarding Lead who can act, where needed, as a remote DSL for schools.
   1.2 The Trust Safeguarding Lead and Executive Headteacher for each school are also available to support with complex cases and offer extra balances and checks in relation to the safety of all pupils.

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1.3 Within each local authority area, a number of school based staff are working as part of a co-ordinated response team under the guidance of the Trust Safeguarding Lead, offering the MAT schools in the locality additional advice and capacity to ensure all safeguarding arrangements remain compliant and operational. The Trust has assimilated a central register of all children in its schools identified as critically vulnerable. This is only accessed by the Trust Safeguarding lead and the CEO. This includes a child on a child protection plan, child in need, child looked after, or a child with an EHCP. This allows for contingencies to be made if ever a school does not have its DSL or DDSL for a short period of time.

2. **Updated advice received from local authorities regarding 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.**
   2.1 Children with an EHCP plan have been offered a place in school in line with the government stipulations on school closures. In mutual agreement with the school leadership and parent, the child is only accessing the provision if it is decided that it is the right thing for that child's welfare and wellbeing to attend the setting.
   2.2 (Insert specific arrangements that your school is making for SEND children for example the SENCO is making weekly contact/The SEN team are running a google classroom/ The SEND children have a key worker/The SEND children are accessing the provision on a reduced basis etc. etc.)
   2.3 Children identified as vulnerable and who have a social worker have a school place allocated should they wish to access it. However, each school's leadership team is ensuring that the appropriate number of welfare phone calls/pavement home visits/and liaison with the family are made. Where it is needed, alternative and bespoke provision is being put in place for these children and they are constantly being monitored. Regular liaison with Children's Social Care is in position for these children.
   2.4 (insert information that is bespoke to your school in relation to pastoral teams/WEB teams/Student support teams and outline any support that they are instigating to support the critically vulnerable groups)
   2.5 The DSL/DDSL is still attending all meetings that are required for children who are S47 or S17. On the rare occurrence due to the COVID19 position that the school does not have capacity to fulfil its duty to attend statutory meetings, the Trust Safeguarding Lead or Executive Headteacher is able to represent the school and ensure all information is shared and assimilated.

3. **Revised procedures for staff and volunteers if they have any concerns about a child.**
   3.1. In order to minimise the risk of the spread of infection, protecting the children, its staff and the local community through the period of school closures, the MAT does not foresee that volunteers will be coming onto the school site. Should this

change then the school will ensure the volunteer adheres to all the usual policies and procedures that are in place to work safely and safeguard children and staff.

3.2 If staff have a concern about a child who is in the emergency provision, or is accessing through the remote online platforms, then the school's usual systems are in place for reporting concerns. Depending on the nature of the concern, DSL will make contact with the family if appropriate.

3.3 (Please insert here any specific changes you have made to your internal protocols to accommodate changes in staff/Rotas and most importantly the systems you are building in to track your home learners' welfare. If you want some help with this, RM can share protocols she has written and a flow chart that has been put together for teachers at RWPA who are checking in on home learners)

3.4 If the concern raised seems to meet the threshold, the DSL will make a referral to Early Help or Social Services following the normal channels.

4. **Emphasising the continued importance of all staff acting immediately on any safeguarding concerns.**

   4.1 Staff will monitor which children are accessing online resources and the Google Classroom. Staff will also make Keeping in touch emails and phone calls with families and children.

   4.2 If staff are still not able to get in contact with the family over a pre agreed period of time then they will inform the (insert school's arrangements for this and the time frame for not having contact with a child or family e.g. WEB team/SLT/Pastoral) who will then try to make contact with the family.

   4.3 If there is a continued failure to make contact with the family, the SLT/DSL will make contact at the house following social distancing procedures. Staff will never attend alone, nor will staff travel together in the same car. Where a child or family has become unobtainable and there are either identified previously known risks, or a prolonged period of absence from the online portals, the DSL will make a decision to refer in to social care if they feel it meets the threshold. We will also involve other agencies such as PCSOs if it's felt appropriate to make welfare checks.

5. **Key Safeguarding leads: contact details and contingency arrangements.**

   5.1 DSL –
   5.2 Deputy DSL
   5.3 Headteacher
   5.4 Safeguarding Governor
   5.5 The Trust DSL
   5.6 Executive Headteacher

6. **The continued importance for school and college staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.**

   6.1 We will keep in regular contact with Social workers and the virtual school through email.

6.2 LAC reviews and any paperwork that needs to be completed will be done digitally or over the phone.

6.3 We also keep in contact with the LAC if they are not already in school and do regular keeping in touch calls and emails.

6.4 We will attend all child protection meetings, core groups, MARACS, and strategy meetings remotely.

7. **Peer on peer abuse - given the very different circumstances schools and colleges are operating in, a revised process may be required for managing any report of such abuse and supporting victims. Through the period of the school closure the school staff will remain vigilant for all external factors that could be impacting on a pupil's emotional health (the principles as set out in part 5 of KCSIE should continue to inform any revised approach).**

7.1 Staff will be closely monitoring any online interactions that they are having with children.

7.2 Schools will be building online and remote systems for carrying out emotional check ins and trying to assess a child's welfare through keeping in touch phone calls and messages through each school's online management information system for parental communication.

7.2 (Insert any specific systems you are establishing around wellbeing for home learners)

8. **What staff should do if they have concerns about a staff member who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns).**

8.1 Staff will continue to follow our school safeguarding policy and whistleblowing policy

8.2 We have received advice from Rebecca McGuinn on how staff should keep themselves safe when contacting parents and families as well as suggested prompts, guides and scripts for engaging with families throughout COVID19

8.3 (Personalise as appropriate this is suggested wording to protect against allegations and to safeguard staff who are having online dialogues with children) The head teacher/Or relevant KS leader has access to all online Classrooms and can monitor work provided and what staff and children are saying to each other through this platform.

9. **Arrangements to support children the school are concerned about who do not meet the 'vulnerable' definition therefore are not attending the provision.**

9.1 Children that are known to be vulnerable but do not meet the criteria will **(insert arrangements you have in place for home learners who are vulnerable but don't hit a threshold for the emergency provision. See suggested bullet points below as a guide)**

9.2 The SLT and Pastoral team will meet weekly (remotely or otherwise) to review the vulnerable register and ensure that the correct children are still being targeted for welfare calls or pavement visits.

9.3 Class teachers have a system to ensure they are checking in with each child remotely at least once a week and those who are classed as vulnerable have a key worker

9.4 Risk assessments are in place and specific plans overseen and managed by the Wellbeing team are in place to support specific children's wellbeing on a remote basis through a nurture based google classroom

9.5 The Trust welfare response team meets weekly with the Trust Safeguarding Lead to review any complex cases across the Trust, and to ensure systems continue to be reviewed, scrutinised and reflected upon.

9.6   Where children are not attending the setting parents of the school have a clear understanding of how they can report any worries, concerns or potential safeguarding incidents during school hours. This for example may be an email address, or a contact number for the local children's services.

10. **The school's arrangements to ensure online safety for the staff who are working via online platforms as a means of teaching and learning or establishing welfare checks. Ensuring the online safety of children who may have access to school's technology such as a Chromebook.**

10.1   We will continue to provide a safe environment, including online. This includes the use of online filtering & blocking of inappropriate material and interactions and constant monitoring by staff of children's online activity. We are not delivering live video streaming to pupils in the form of live lessons. Where it is appropriate we may access some video conferencing provided this is always done on the school site, linked to the school network and there are always two two adults present. This will only ever be done on the direction and prior knowledge of SLT.

10.2   All staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns should be dealt with following the Child Protection procedures as above and where appropriate referrals will be made to Children's Social Care.

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

We will maintain communication with parents and ensure that they are signposted via the school website to sources of advice particularly in respect of online safety at this time of increased use to support learning and social interaction.

11. **Arrangements for supporting pupils and staff welfare as more children return into the setting on the 1st June 2020. Giving due consideration to the fact staff will be encountering some children who have not seen a 'safe' adult for some time. The school has clear systems, policies and procedures so that children can speak freely and share their worries or concerns. All children's mental health and emotional state will need to be given regular and due consideration.**

11.1 Schools to consider what their internal mechanisms are for sharing and passing information to the relevant people onsite if they have a concern about a child's safety (insert what your reporting procedures will be...most people use google doc or cpoms, but we now need to consider how information can travel around a building if staff can't/consideration of how to use the second adult in the bubble)

11.2 There are suitable internal communication systems so that staff are regularly updated on any key issues affecting children in their care, following children have been away from the setting for a long period of time. Systems are in place to make sure that we hold current up to date and accurate records over where a child resides or their current welfare status. This is stored and maintained on CPOMS, integris and centrally in the Trust vulnerability register.

11.3 Regular staff briefings are held, these may be done remotely so that critical information in relation to a child's safety and welfare can be shared with all relevant adults, especially if this may impact on the practice and provision that is required.

11.4 We have key trained designated staff in school, who can be available to those children who may need to be supported through a disclosure. Staff recognise that some children could require designated time, to manage any emotions or anxieties that they now feel due to being back in the school building. Staff have an awareness of how to respond to children who may be experiencing separation anxiety from their family members, or are struggling with the adjustments to the current structure of the school that for some may not be providing the familiarity they were once used to.

11.5 The MATs welfare and wellbeing teams will continue to operate and supply school's with support and specialist resources to address the emotional recovery and reintegration for pupils back into the school setting.

11.6 Where it is required we have staff who are able to maintain and support the welfare and wellbeing strategy for the home learners, especially those that have been identified as vulnerable by the SLT.

11.7 Support, guidance and reassurance is provided to help children with the concept of social distancing. The school has systems in place to minimise the damage on pupils mental health and wellbeing due to not being able to interact as normal with their peers and staff members

11.8 Whole school consideration is being given to all children's mental health and wellbeing, the focus work that is being done in the setting is allowing children time to talk and express their emotions offering them a chance to share the experiences they have had whilst they have been away from the school.

11.9 Staff are able to speak to key members of staff about any worries that they may have in relation to their own personal safety and wellbeing. Those staff who are working with the critically vulnerable children, or children who demonstrate complex behaviours or physical needs have undertaken a risk assessment and are able to access regular reviews and debriefs to support their working practice.

12. From the 1st of June all school's within the MAT will resume taking their daily register, children who are deemed to be accessing a place will need to be accounted for on a daily basis. It is the school's responsibility to follow up on any non attendance in line with the school's attendance and absence policy.

12.1 The school will make sure that they notify social workers where children with a social worker do not attend.

12.2 The school will follow up with parents and carers on a daily basis where a child is expected to attend but doesn't.

12.3 The school will take every opportunity when speaking to the parents/carers of the children due to attend the school from the 1st June 2020 to ensure all emergency contacts and home addresses are current and up to date.

Review of policy Addendum:

We will constantly review the operation of this addendum and make adjustments if identified and on receipt of further Government, DfE, LA or other advice and updates. We also remain compliant with all local authority reporting arrangements, and multi-agency safeguarding hubs.