

Annex 1



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Leeds Menorah School

LEEDS CHILDREN'S SERVICES

SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS & COLLEGES

Addendum January 2021 v2

COVID-19 school closure arrangements for Safeguarding and Child Protection at Leeds Menorah School

School name: Leeds Menorah School

Policy owner: Miss Naomi Drapkin

Date: 14/1/21

Date shared with staff: 20/1/21 , 6/4/21

Amended and Shared Sept 21 and Dec 21

1. Context

From 5th January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response who absolutely need to attend and children who are vulnerable and cannot be safely cared for at home.

It is the responsibility of the host school for safeguarding and child protection for all pupils who are attending regardless of whether they are on roll at that school.

All staff working in schools should understand their specific roles in the safeguarding of children.

This addendum of the Leeds Menorah School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

2. Key contacts

Role	Name	Contact number	Email
School Office Administrator	Mrs Catherine Taylor	07765 248685	Catherine.taylor@leedsmenorahschool.org
Acting Head & Deputy Designated Safeguarding Lead - DDSL	Mr Chaim Bell	07890 110539	chaimteacher@gmail.com
Designated Safeguarding Lead - DSL	Miss Naomi Drapkin	07800 662125	Naomi.drapkin@leedsmenorahschool.org
Deputy Designated Safeguarding Lead - DDSL	Mrs Catherine Taylor	07765 248685	Catherine.taylor@leedsmenorahschool.org
Proprietor	Ethel Refson	07717834689	jrefson@gmail.com
Chair of Governors	Rabbi Eli Pink	07875320344	Rabbi.pink@leedsmenorahschool.org
Safeguarding Governor / Trustee	Dr Michel Zar	07505733234	michel_zar@hotmail.com
Parent Governor - Health and	Rabbi Aaron Stroh	07855 442295	penstroh@gmail.com

Safety and Buildings			
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3. Other Key Contacts:

Children’s Services Education Safeguarding Team	0113 3789685
Email: estconsultation@leeds.gov.uk	
Children’s social work service duty and advice team	0113 3760336
Email: childscreening@leeds.gov.uk	
Emergency Duty Team (Out of hours)	0113 5350600
Email: childrensEDT@leeds.gov.uk	
Prevent Team	0113 5350810
Email: prevent@leeds.gov.uk	
LADO service	0113 3789687
Email: lado@leeds.gov.uk	
Leeds Schools Crisis line	0113 3783645

4. Vulnerable children

As outlined in government guidance published in January 2021 vulnerable children and young people are defined as 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.

Eligibility for free school meals in and of itself is not a 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.

Leeds Menorah 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. The lead person for this will be: Miss Naomi Drapkin

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Leeds Menorah School will explore the reasons for this directly with the parent.

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

Leeds Menorah School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

5. Attendance monitoring

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

Children who are not attending school due to the lockdown, quarantining or waiting for Test results should be marked with 'code x'

Leeds Menorah School (LMS) and social workers will agree with parents/carers whether children in need should be attending school. LMS will then follow up on any pupil that they were expecting to attend, who does not. LMS will also follow up with any parent or carer who has arranged care for their child or children and they subsequently do not attend. Phone calls will be made to the parents/carers in these circumstances.

To support the above, LMS will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for additional emergency contact numbers if possible. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, LMS will notify their social worker.

Children on the Clinically Extremely Vulnerable list are not expected to attend school.

6. Designated Safeguarding Lead

Leeds Menorah School has a Designated Safeguarding Lead (DSL) and 2 Deputy DSLs.

The Designated Safeguarding Lead is: Miss Naomi Drapkin

The Deputy Designated Safeguarding Lead are: Mr Bell and Mrs Catherine Taylor

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 records both offline or online management system, 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 Leeds Menorah School staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them. All onsite staff should be made aware of the children's services education safeguarding team consultation line number (0113 3789685) should a DSL be unavailable and they require safeguarding advice.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

The senior DSL will ensure that operational staff with designated safeguarding responsibilities, access regular supervision, which can be undertaken remotely through electronic communications (e.g. skype, mobile communications etc..)

7. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. This includes making a cause for concern report and formally recording concerns with the DSL – Miss Naomi Drapkin.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should contact Acting Headteacher - Mr Bell, 07890 110539, chaimteacher@gmail.com who will contact the DSL. If there is a requirement to make a notification to the Acting Headteacher whilst away from school, this should be done verbally and followed up with an email to the Acting Headteacher and DSL.

Concerns around the Acting Headteacher should be directed to the Chair of Governors: Rabbi Eliyohu Pink, 07875 320344, rabbi.pink@leedsmenorahschool.org

All staff must follow Part 4 of Keeping Children Safe in Education (2021) and the local authority model safeguarding model child protection policy (section 10.2) guidance for managing allegations against staff. The case manager must use the local authority designated officer (LADO) notification form (see Appendix 13 of local authority model safeguarding model child protection policy) in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact. The completed LADO notification form must be sent to lado@leeds.gov.uk within one working day of the allegation being made.

The education safeguarding team manager (Raminder Aujla raminder.aujla@leeds.gov.uk) will continue to offer support in the process of managing allegations.

8. Safeguarding Training and induction

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if access to their refresher training delayed. Refresher safeguarding training for all staff can be accessed remotely through <https://www.leedsforlearning.co.uk/>

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2021). 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 Leeds Menorah School, they will continue to be provided with a safeguarding induction and training. The local authority education safeguarding team child protection training offer can be accessed remotely through <https://www.leedsforlearning.co.uk/>

Upon arrival, new staff will be issued with the statutory safeguarding documents as outlined in Part One of Keeping Children Safe In Education 2021 including a copy of the receiving setting's safeguarding and child protection policy, guidance for safer working practice for staff working in educational settings, behaviour policy, children missing education procedures, online safety policy including acceptable use and confirmation of local processes and confirmation of DSL arrangements.

9. 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, Leeds Menorah 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 (2021) (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. <https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges (set out in paragraphs 154 and 160). This includes obtaining (via the applicant) an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK. In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:

- criminal records checks for overseas applicants - Home Office guidance can be found on GOV.UK; and for teaching positions
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.

<https://www.enic.org.uk/>

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer 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

Where Leeds Menorah School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 261 to 267 of KCSIE (2021). Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Leeds Menorah School 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 329-334 of KCSIE (2021).

Leeds Menorah School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 334 of KCSIE (2021) 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 school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Leeds Menorah School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE (2021).

10. Online safety in schools and colleges

Leeds Menorah School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

11. Children and online safety away from school and college

Where students are using digital technology away from school for the purposes of remote learning, the duty to ensure appropriate supervision is the responsibility of the child's parent/carer as outlined in Online safety at school and home Policy.

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 Guidance for safer working practice (including Covid-19 Addendum) for those working with children and young people in education settings (National Safer Recruitment Consortium May 2019).

Leeds Menorah 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 when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only. In cases where 1:1 tuition is essential, staff must seek formal written agreement from a senior manager and the pupil's parent.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Where staff are working remotely any technology used for communication should be in appropriate areas, staff need to be mindful that backgrounds do not compromise personal confidentiality or breach the guiding principles of safer working practice guidance for staff working in educational settings.
- Our school reserve the right for staff members to record live streamed sessions with pupils as a log of the activity. By joining the learning session parents give permission for this to happen.
- The purpose of any potential recording of live sessions would be so that the video can be reviewed if any issues were to arise.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Recording of live sessions may be particularly appropriate when there is only one member of staff on the call and no 'supervising' second adult is available on the feed.
- If live streams are to be recorded, this should be reflected in communication with staff, parents and children and highlighted in the acceptable use policy
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record attendance on the online register [Online Register 2021](https://docs.google.com/spreadsheets/d/1VEvFJsk6qX-5rdyjA9zzeZChRNlk8ULffTIh1PB3d2Y/edit?usp=sharing)
(<https://docs.google.com/spreadsheets/d/1VEvFJsk6qX-5rdyjA9zzeZChRNlk8ULffTIh1PB3d2Y/edit?usp=sharing>)

12.Supporting children not in school

Leeds Menorah School is committed to ensuring the safety and wellbeing of all its 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 school, 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 all contacts made.

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

Leeds Menorah School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Leeds Menorah School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Staff at Leeds Menorah School need to be aware of this when setting expectations for pupils who are engaging in remote learning.

13.Supporting children in school

Leeds Menorah School is committed to ensuring the safety and wellbeing of all its students.

Leeds Menorah School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Leeds Menorah School 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.

Leeds Menorah School 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 Leeds Menorah School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the local authority education safeguarding team and/or health and safety team.

14. Peer on Peer Abuse

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

Where a school 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 of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded in keeping with school reporting and recording systems and appropriate referrals made.

15. Mental health and Well-Being

Leeds Menorah School recognises that the current exceptional circumstances may affect the mental health and well-being of pupils, parents and staff in many different ways. School will ensure that they have details of appropriate support available, and this will be accessible for pupils, parents and staff.

These are unusual and difficult times for many people and for some families they may become traumatic times and involve loss and grief. We have provided appropriate home learning for our pupils to complete during this period of time whilst the vast majority of pupils are at home. Although learning is very important, and we want to make the best use of this time, we recognise that the expectations of this may be challenging on some students and families. School will provide reassurance and support to pupils, parents and staff in order to manage these expectations without putting additional stresses and pressure on individuals.

Schools should offer continue to support pastoral support to their pupils and seek advice from services when necessary, about the universal and targeted offer around mental health and wellbeing. Schools should ensure that there is a plan in place for how any bereavements may be handled, including obtaining support services as appropriate.

Useful contacts/web links:

Child line: 0800 1111

www.childline.org.uk

www.nhs.uk

Mind.org.uk

www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing

www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips

www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak

www.nhs.uk/conditions/stress-anxiety-depression/talking-to-children-about-feelings/

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

www.mindmate.org.uk/

16. Staff who bring their own children into school due to a lack of suitable alternative childcare

In addition to advice issued centrally by the Local Authority on this issue: where these are pre school children schools must also have regard to the Disqualification Regulations 2018: The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children.

17. Support from the Local Authority

The Children's Services Education Safeguarding Team will continue to provide support and guidance as appropriate to enable DSLs to carry out their role effectively.

18. The use of personal mobile phones.

Due to the close-knit nature of our school community with many parents also being teachers, there will be situations where staff and parents will interact via mobile phone. In situations where staff have agreed to use their own personal mobile phone to make contact with families, the staff and school will need to put in place systems to avoid misuse. Parents should always try to contact the school at the first point of call.

We recognise that at times when the school is operating online, there will be situations when a parent may need to contact a teacher on their personal phone, but should only when deemed essential.

Staff who require access to their mobile phone during the school day due to test and trace notifications (for instances such as their own children who may require picking up due to collapsed bubbles etc..) will be required to follow the principles set out in the guidance for safer working practice (12. Communication with children (including the use of technology)). Mobile phones should be used in line with individual school guidance and should not be used for non-educational purposes when supervising or teaching children. Staff should take reasonable steps to ensure they are not distracted from their duties by non-urgent alerts or notifications. Where staff receive urgent alerts related to the COVID track and trace NHS App or their own children's school they should follow school procedures to ensure continuity of supervision for any children in their care.

Appendix 14 – Covid 19

Our school continues to operate in response to coronavirus and changes to guidance. Our safeguarding principles remain the same:

- the best interests of children will always continue to come first
- if anyone in the school has a safeguarding concern about any child they will continue to act as per our policy and act immediately
- a DSL or deputy will be available
- it remains essential that unsuitable people will not be allowed to enter the children's workforce and/or gain access to children
- children will continue to be protected when they are online

The new Omnicron variant has meant that we will be reinstating mask wearing for all visitors within school and we will go through the visitor information sheet with all visitors.

Due to the current COVID-19 pandemic and the new Omnicron variant, this may result in children isolating and staff should be on high alert for signs and symptoms of abuse. In addition, staff should be alert to any signs and symptoms of mental health issues. Staff should be alert for any pupils who may be struggling to deal with bereavement issues.

Staff and volunteers will be aware that they may identify new safeguarding concerns about individual children as they see them in person following an absence from school.

All suspected cases should be brought to the immediate attention of the DSL.

The DSL will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are isolating from school. Where possible staff will try and speak directly to children to help identify any concerns. Staff will be encouraged (where possible) to make calls from the school's phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

We recognise the importance of ensuring relevant safeguarding and welfare information held on all children (including returning children) remains accurate. The DSL will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

The Designated Safeguarding Lead (DSL) and DDSLs - safeguarding coordination

The DSL & DDSLs will continue to support staff and children regarding new concerns.

We aim to have our trained DSL available on site for much of the time. In exceptional circumstances this may not always be possible, and where this is the case they will be available to be contacted via phone or online video.

In a context where the DSL or DDSLs are not consistently available on-site, the Senior leader will take responsibility for co-ordinating safeguarding on site. This will include updating and managing access to child protection files, liaising with the offsite DSL 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.

All staff and volunteers will have access to our trained DSL and know on any given day who that person is and how to speak to them.

The DSL will follow any updated advice received from the local safeguarding partners. The DSL will be leading the school input into the local arrangements.

The DSL will follow any 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.

The DSL will continue to take the lead on ensuring that the school works with and supports children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners.

It is acknowledged that DSL training is unlikely to take place during this period (although the option of online training can be explored). For the period coronavirus measures are in place, our trained DSL will continue to be classed as a trained even if they miss their refresher training.

The DSL will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

As the school continues with wider opening the DSL will consider any challenges in a child protection context and reflect them in the child protection policy as appropriate.

Staff training and safeguarding induction

All existing staff have already had safeguarding training and have read part 1 of KCSIE. Staff will be made aware of any new local arrangements, especially if these are being reviewed/changed as a result of more children returning, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of [KCSIE](#).

Identification of vulnerable children

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan, have input from a social worker, or who are a looked-after child

have an education, health and care (EHC) plan and it is determined, following risk assessment ([risk assessment guidance](#)), that their needs can be as safely or more safely met in the educational environment

have been assessed as otherwise vulnerable by our school or other educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children on the edge of receiving support from children's social care services, adopted children, those living in temporary accommodation, those who are young carers and others at the school's and local authority's discretion

Local authorities have the key day-to-day responsibility for delivery of children's social care. When relevant, social workers and virtual school heads will continue to work with vulnerable children in this difficult period.

Our staff (supported by the DSL) will continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect vulnerable children.

Attendance

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC (Education, Health and Care) Plan, so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending during the initial phases of the lockdown are expected from June 1st, or a later date(s) if considered by our LA, school governance and management, to return to nursery, early years or school provision where this would be appropriate for them to do so.

We will work with and support the relevant families and pupils to return to school, where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

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

We will continue to notify social workers where children with a social worker do not attend, and will also continue to follow up with any parent or carer whose child has been expected to attend and does not do so.

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

Parents and carers will not be penalised if their child does not attend educational provision.

The online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending, will be continued to be submitted.

The attendance registers will be taken again once school is open as usual for all pupils.

Mental health

The current circumstances can affect the mental health of pupils and their parents in a way that affects behaviour.

Some children may return to school having been exposed to a range of adversity including bereavement and long term anxiety. This may lead to an increase in social, emotional and mental health (SEMH) concerns.

The DfE guidance on [mental health and behaviour in schools](#) helps to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Additionally, where children have special educational needs and disabilities (SEND), their provision may have been disrupted during partial school closure and there may be an impact on their behaviour. Some children will need additional support and access to services such as Educational Psychologists, social workers, and counsellors. For children and young people with SEND, it will be especially important to teach new norms and routines around protective measures and personal hygiene clearly and accessibly.

We will work with parents and carers so the pupil can access provision from external providers should our own resources not be sufficient. This may be delivered in different ways, for example over the phone for those children still not attending provision, or from specialist staff or support services.

Teachers will be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work.

The DfE has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

Online safety in school

The school computers which are used by pupils have the browser protection 'Qustodio' which limits websites to those deemed appropriate for children. (The DfE has [guidance on what "appropriate" looks like](#)) These provisions are in place to protect children when they are online on the school's IT systems.

The schools' [Online safety at School and Home Policy](#) has been distributed to parents and Miss Naomi Drapkin DSL delivers the Policy to pupils. Mrs Debra Samuel (IT computer guru.com) now maintains the IT Systems and updates Virus guards and Qustodio browser protection on the computers which the children use.

Children and online safety away from school

We will continue to do all we reasonably can to keep all children safe whilst more children return to school and others continue to stay at home, who in many cases will continue to engage with school online/remotely.

It is important that all staff who interact with children, including online/remotely, 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 continue to be made to children's social care and as required, the police.

Virtual lessons and live streaming

During Lockdown, lessons were provided throughout the day via Zoom. This is now on hold as we have returned to school but will be reinstated in the case of another lockdown. As there is no expectation that teachers should live stream or provide pre-recorded videos, we will continue to consider the approach that best suits the needs of our children and staff.

We recognize that teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers; and when broadcasting a lesson or making a recording, will also consider what will be in the background.

Online safety

We will continue to consider the safety of our children if they are asked to work online. The starting point for online teaching will be that the same principles as set out in our staff behaviour policy (also known as a Staff code of conduct Policy) must be followed. This policy includes the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy will apply equally to any existing or new online and distance learning arrangements which are introduced.

We have considered as much as is reasonably possible, if our existing policies adequately reflect that some children (and in some cases staff) may continue to work remotely online. In such a case an annex/addendum summarising key coronavirus related changes may be added to those policies.

Our school will ensure that children who are asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to ourselves we will also signpost children to age appropriate practical support from the likes of:

TAG

[UK Safer Internet Centre](#) - to report and remove harmful online content

[Childline](#) - for support

[CEOP](#) - for advice on making a report about online abuse

We will continue to be in regular contact with parents and carers and we will use these communications to reinforce the importance of children being safe while learning remotely/online. It is especially important for parents and carers to be aware of what their children are being asked to do remotely/online, including any sites/phonelines they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with remotely or online.

We will evaluate whether our parent body includes some parents and carers who may choose to supplement the school remote/online offer with support from online/remote education companies and in some cases individual tutors. Should this be the case, we will use our communications with parents and carers, to emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

[Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online

TAG

[Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations

[Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support

[Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world

[London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online

[Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation

[UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Government has also provided:

[support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child intimate abuse, inappropriate texting, and cyberbullying

[support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

We will share this support with parents and carers, when considered relevant.

Our school will ensure any use of online/remote learning tools and systems is in line with privacy and data protection requirements.