



**'BE THE BEST YOU CAN BE!'**

# **SAFEGUARDING Policy**

**Lead person responsible:**

**J.Ash & M.Loosemore**

**Date: January 2021**

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## KEY CONTACTS:

| ROLE   | NAME              | CONTACT DETAILS   |
|--|-------------------|---|
| Designated safeguarding lead (DSL)   | Jessica Ash       | <b>Tel:</b> 0208 204 5221<br><a href="mailto:jash@rgjs.brent.sch.uk">jash@rgjs.brent.sch.uk</a>                                   |
| Deputy DSL   | Melissa Loosemore | <b>Tel:</b> 0208 204 5221<br><a href="mailto:mloosemore@rgjs.brent.sch.uk">mloosemore@rgjs.brent.sch.uk</a>                       |
| Designated member of senior leadership team if DSL (and deputy) can't be on site | Lucy Byrne        | <b>Tel:</b> 0208 204 5221<br><a href="mailto:lbyrne@rgjs.brent.sch.uk">lbyrne@rgjs.brent.sch.uk</a>                               |
| Head teacher   | Melissa Loosemore | <b>Tel:</b> 0208 204 5221   |
| Chair of Governors   | Mr Vijay Assani   | <a href="mailto:vassani@rgjs.brent.sch.uk">vassani@rgjs.brent.sch.uk</a>  |
| Governor for safeguarding  | Ms Shanta Assani  | <a href="mailto:sassani@rgjs.brent.sch.uk">sassani@rgjs.brent.sch.uk</a>  |
| Brent Social Care  |                   | <b>Tel:</b> 0208 937 4300/4237/4299   |
| Local Authority<br>Brent Safeguarding<br>Team<br>(Brent Family Frontdoor)        | Brent             | <b>Tel:</b> 0208 937 4300<br>Email:<br><a href="mailto:family.frontdoor@brent.gcsx.gov.uk">family.frontdoor@brent.gcsx.gov.uk</a> |
| Emergency Duty Team<br>(Out of hours)  |                   | <b>Tel:</b> 0208 863 5250   |

### **Introduction:**

\* Brent LSCB ceased to exist on 21 September 2019 and the new safeguarding partnership arrangements are now in operation.

On 21 June 2019 the Brent Safeguarding Partners published the new partnership arrangements to safeguard children in the borough.

Our partners are: Brent Council, Brent Clinical Commissioning Group and the Police (Chief Superintendent of the NW Basic Command Unit and the Commander of the Metropolitan Police (Brent, Harrow, Barnet))

This policy applies to all adults, including volunteers, working in or on behalf of our school and is an over-arching document which demonstrates how everyone working in or for our school shares a commitment to keeping children safe from harm and abuse. All staff members including supply staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and should always act in the interests of the child.

All adults who work in a school have an equal responsibility for the safety and welfare of the children in their care.

Within any group of children, there is always the risk that one or more of them may be suffering abuse. Often this abuse is suffered in silence.

We have a duty to be vigilant, identifying children who may be suffering. Just as important, however, we have a duty to act in an appropriate manner to ensure that children are protected against such abuse.

This document provides advice and guidance to help ensure that all our children are valued, monitored, protected and allowed to live safe lives.

## **Definitions**

**Safeguarding** and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection is:**

one part of safeguarding and promoting welfare, and refers to the procedures that are undertaken to protect specific children who are, are believed to, or are likely, to suffer significant harm.

## **The school commitment**

We are committed to safeguarding and promoting the welfare of all our students. We recognise that some children may be especially vulnerable to abuse in particular those with SEND and that children who are abused may find it difficult to develop a sense of worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging and we recognise that some children who have been abused may harm others. We will always take a considered and sensitive approach in order that we can support all of our students and recognise that each child's welfare is of paramount importance.

## **Core safeguarding Principles**

To develop an ethos that enables children and adults to feel secure, safe and equally valued.

- To ensure that every child has the right to an environment that supports their physical, social, intellectual and emotional development.
- To support children who are, have been or may be suffering abuse.
- To support staff, who are, or have been, working with children who have been abused.
- To ensure that all staff have received training and are aware of the procedures to follow should abuse be suspected.

- **This policy is informed by the following:**

- Keeping Children Safe In Education 2020/21
- Multiagency Safeguarding Arrangements in Brent June 2019
- DfE Guidance on Child Protection in Schools during COVID - 19
- Working Together to Safeguard Children 2018
- Prevent Duty Guidance 2015
- London Child Protection Procedures, 2020
- Working Together to Safeguard Children 2018
- Information Sharing 2018
- Children Act 1989/2004
- Education Act 2002/2020
- Female Genital Mutilation Act 2003/2018
- Serious Crime Act 2015 (FGM)
- Safer Recruitment in Education 2007 / 2021
- Mental Health and Behaviour in Schools Nov 2018 /2019
- Safeguarding children who may have been trafficked 2011
- GDPR 2018

And should be read in conjunction with the following: Staff Code of Conduct, Behaviour policy, Inclusion policy, Whistle blowing guidance, Health and Safety policy, E-safety policy, Anti – Bullying policy, Social and Emotional Support policy, Separated Parents policy and the Lockdown Policy

### **Staff and Governor training:**

We will ensure that:

- All children feel listened to, valued and respected
- All staff receive regular training and information regarding policy amendments so that all members of the school community are aware of their responsibility towards safeguarding and confident to deal with situations when they arise. This applies to all temporary staff, volunteers and students working in the school.
- All paid and unpaid staff are subject to rigorous recruitment procedures

### **Safer recruitment and selection**

We will ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers, supply teachers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants; verifying identity and academic or vocational qualifications; obtaining professional and character references; checking previous employment history; undertaking interviews; enhanced Disclosure and Barring Service (DBS) checks, barred list checks and prohibition checks.

In addition, the school will ensure that its Single Central Record is meticulously maintained and kept up to date. The Chair of Governors, Governor for Safeguarding, all members of

the Senior Team and a number of middle managers have undertaken Safer Recruitment training.

All applicants for all vacant posts advertised internally or externally will be advised that appointment is subject to an enhanced DBS check, confirmation of ID, the ability to work in the UK, satisfactory references and medical clearance. The interview will also deal with the issues of safeguarding children with each candidate.

### **School Procedures:**

We will comply with DfE guidance on 'Keeping Children Safe in Education' (KCSiE) at all times. We have 3 designated members of staff: We have a Designated Safeguarding Lead (DSL), Jessica Ash and a deputy DSL, Melissa Loosemore (HT) Lucy Byrne (DH) will deputise for the DSL and Deputy DSL if they are unavailable; the DSL, HT and DH attend multi-agency training bi annually.

In addition, the DSL and Deputy DSLs regularly update their knowledge and skills via e-bulletins and reviews, consultations and amendments of the DfE guidance in KCSiE

All parents are made aware of the school's Safeguarding Policy via the website and new parents are introduced to the policy in order to ensure they are clear of our expectations in relation to safeguarding.

Our Safeguarding Policy is reviewed annually and all new members of staff given safeguarding training as part of their induction.

All staff receive safeguarding updates via email and staff meetings in addition to regular Safeguarding training.

All staff have read and understand the Safeguarding Policy, are aware of the indicators of child abuse and how to respond to concerns or disclosures of abuse by children. A central register is kept to monitor and record when staff receive and read new safeguarding guidance.

Online safety is of paramount importance. Our Computing policies give detailed information about how we protect the children from online dangers.

### **Safeguarding information for students**

The school is committed to ensuring that children are aware of behaviour towards them which is not acceptable and how they can keep themselves safe. This is relayed to the children through our PSHCE, relationships and sex education curriculum which also includes lessons about online safety, (please also refer to RGJS e-Safety Policy). Safeguarding awareness is also used as a theme in assemblies. Student planners, which all children carry, contain information on e-safety.

## **The Headteacher's responsibility**

The Head teacher will ensure that the Safeguarding Policy adopted by the Governing Body is fully implemented and followed by all staff. In addition, she will ensure that sufficient resources and time are allocated to enable the Designated Teacher to discharge their responsibilities and ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children. Such concerns will be addressed sensitively and effectively in a timely manner, in accordance with agreed whistle blowing policies.

## **The Designated Teacher's responsibility:**

The Designated Safeguarding Lead (DSL) Teacher, Jessica Ash, will take responsibility for all child protection referrals and ensure that adequate information is sought to enable a decision to be made on whether to refer the matter to Children's Services when there is a significant concern. In the event that you wish to alert the DSL (Miss Jessica Ash), a referral form (appendix 3) should be completed stating the concerns succinctly, the referral procedures summarised in Appendix 2 should then be followed.

The DSL will be responsible for ensuring referrals and requests from Early Help and Social Services for welfare checks and any additional information are provided in a timely manner and followed up to ensure the well-being and safety of the child. The DSL will also take responsibility for investigating and referring where necessary to the Local Authority any allegations against a member of staff. If the allegation concerns the Head teacher, this will be referred to the Chair of Governors. An allegation against the Chair of Governors should be reported directly to the Local Authority.

## **Contact details are detailed on Page 2 of this document**

It is recognised that any matter concerning child protection is confidential, and the DSL will disclose any information on a need to know basis only.

All parents will be made aware of the Designated Teacher's responsibility with regard to safeguarding referrals when their child starts at the school and of how to raise a concern regarding safeguarding with the school.

## **In addition the DSL will also:**

- Develop and update the Safeguarding and related policies in consultation with the Head Teacher and Assistant Head with responsibility for e-Safety ensuring that all staff, children, parents and carers are aware of them
- Provide support and advice to all members of staff within the setting regarding safeguarding concerns
- Keep the Head teacher informed about any issues that arise
- Ensure that cover is provided for the role when absent from the setting

- Ensure that a pupil's child protection file is transferred securely and separately from the pupil's school record file when s/he moves to a new educational setting.
- Ensure that all staff receive appropriate Child Protection and Safeguarding training and maintain training records
- Cooperate with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004
- Liaise with all agencies involved with a child to ensure that requests for information are up to date.

### **Other Staff's Responsibilities**

As stated in 'Keeping Children Safe in Education' 2020 'All school staff have a responsibility to provide a safe environment in which children can learn. All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed'.

It is the responsibility of all other members of staff to ensure that all safeguarding concerns, both minor and serious, are reported to the DSL as soon as reasonably possible.

**Details of the referral process can be found in Appendix 2 - Pg.14 of this policy.**

The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child or family that the DSL may have.

### **How can parents/carers raise concerns?**

Any parent or carer with a safeguarding concern regarding a child at the school, whether that concern has arisen within or outside of the school, should contact the school on 0208 204 5221, at the earliest opportunity.

### **Health and Safety Procedures**

Health and Safety procedures reflect the consideration we give to the protection of our children both within the school environment and when away from the school undertaking school trips and visits. Risk assessments will be completed routinely for any child whom we believe to present a risk to themselves or others in the school community.

### **Physical Intervention**

The school's Physical Intervention Policy acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to self, another person or damage to property. All acts of physical intervention must be recorded in the school's log and reported by the Designated Teacher to the Local Authority. It is understood that physical intervention of a nature which



causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **Attendance**

Irregular attendance undermines the educational process and can lead to educational and social disadvantage. The school expects notification of any absence from a parent or carer and will follow up in the case of any unauthorised absences. Any child who is absent from school without explanation will be reported to Children's Services as 'missing in education'. We will be particularly vigilant regarding children not returning to school in September from the summer holidays and ensure all staff are made aware of the issues of forced marriage, female genital mutilation (FGM) and risk of radicalisation.

## **Female Genital Mutilation (FGM)**

Staff should be aware that our students are drawn from a wide and diverse community and must therefore be alert to the possibility of a girl being at risk of, or already having suffered FGM.

There are a range of possible indicators which are shared with all staff through annual safeguarding training; all staff must be mindful and alert to these potential signs.

From October 2015, section 74 of the Serious Crime Act placed a statutory duty on schools to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence and they should not be examining students, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies.

## **Prevention of Radicalisation**

The school takes seriously its duty to ensure that students accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The school is aware that as a very culturally diverse community, there is the potential for students to be exposed to the risk of radicalisation. As a result, in addition to giving e-safety a very high profile in the school, all staff will be trained in preventing and detecting radicalisation; the Head teacher and Senior Leadership team will all participate in WRAP training; we will fully engage with the government's 'Prevent Duty' and refer students where necessary to Channel via the Brent Safeguarding Partners.

In addition to this:

- We will work in partnership with the wider school community and the local authority

- All staff will ensure that children are constantly monitored while using specific internet sites. This is in addition to the existing LGFL firewall, used to block inappropriate sites.
- Due diligence will be undertaken to ensure visitors are appropriate
- Visitors will be given a copy of the school's 'Visitor Safeguarding Guide' as they report to reception in the Junior School.
- Visitors will be supervised at all times and not be allowed to talk to pupils without a member of staff being present unless it is their professional role to do so eg. Social and Family Support Workers, School Nurses, Educational Psychologist, Speech and Occupational Therapists, Specialist Teachers (for VI, HI, ASD, Social and Emotional or Behavioural Support.)
- As part of SMSC, all children will be encouraged to adopt the school's core values, which complement fundamental British values.
- Pupils will be helped to understand the importance of democracy through assemblies and lessons in PSHCE, R.E and Relationship Education.
- The school council will enable pupils to understand and actively participate in the democratic process.

### **Child Sexual Exploitation**

The school has taken note of recent lessons learned from serious case reviews regarding CSE. CSE involves exploitative situations, contexts and relationships where a young person receives something, for example food, drugs or money, in return for performing and/or others performing on them, sexual acts.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming including participating in the viewing or creation of images and videos.

It has become increasingly prevalent in recent years and the school will ensure that all students and staff are made aware of the risks of CSE and how to protect themselves/students from it.

Attendance, in particular afternoon attendance will be carefully monitored to identify any patterns in absence which may indicate susceptibility to CSE.

Staff should activate school safeguarding procedures, using existing protocols.

### **Child Trafficking**

Child trafficking is child abuse. Children are recruited, moved or transported and then forced to work or sold.

### **Children may be trafficked for:**

- sexual abuse
- forced marriage
- domestic servitude
- forced labour
- criminal activity such as pick pocketing

Many children are trafficked into the UK from abroad but children may also be trafficked around the UK for example if they are employed by gangs as couriers to cross county lines.

Recent figures show that at least 10 children are trafficked every week in the UK. The school will use PSHCE lessons, Relationship Education and assemblies to highlight the issue and monitor any suspicions.

### **Mental Health**

One in ten young people aged 5 to 16 have a clinically diagnosed mental health disorder. In order to help students succeed, schools have a role to play in supporting children to be resilient and mentally healthy.

The school will promote through its curriculum and pastoral care health, well-being and resilience (See Mental Health and Well Being policy). Additionally, the Welfare Officer and Senior Leadership team will be alert to any changes in mental well-being and discuss with parents/carers at the earliest opportunity.

Referrals to our Social and Emotional Support staff can be made by class teachers, (See Social Emotional Support Policy)

Referrals to Child and Adolescent Mental Health Services (CAMHS), where it is deemed necessary and in a child's interest, can be made by the school or by advising that the parent/carer request a CAMHS referral through their G.P.

In some cases, if it is felt that the parent/carer is not engaging with the school and other agencies to address a mental health issue in a child, a safeguarding referral may be made by the school to Children's Services.

## **Appendix 1 – Summary guidance for school staff regarding Child Protection Referrals**

### **Identifying children and young people who may be suffering significant harm**

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

In the Children Act 1989 and 2004, a child is anyone who has not yet reached his/her 18th birthday.

- Harm means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another;
- Development means physical, intellectual, emotional, social or behavioural development;
- Health includes physical and mental health;
- Ill-treatment includes sexual abuse and other forms of ill-treatment which are not directly physical, (witnessing domestic abuse, emotional abuse, neglect)\*

### **Recognising Abuse**

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children (2012) as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of children, and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

### **Abuse and Neglect:\*** (also see Neglect pg.13)

Are forms of mal -treatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.

**Physical Abuse:**

May involve: hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

**Sexual Abuse:**

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts.

They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images and videos, watching sexual activities, or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Emotional Abuse:**

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another.

It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

It may involve peer on peer abuse / bullying – For procedures to minimise, record and investigate allegations of peer on peer abuse please refer to our Anti-Bullying Policy.

Abuse should always be taken seriously and never be tolerated or dismissed as 'banter' or part of 'growing up'.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**Neglect: \***

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate caretakers);
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Procedures for recording signs and allegations of abuse are outlined in the Child Protection Referral Process Appendix 2.

## **Appendix 2 – Child Protection Referral Process**

### **Taking action to ensure that children are safe at school and at home**

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. All concerns regarding the welfare of students will be recorded and discussed with a designated teacher with responsibility for child protection (or the Head teacher in the absence of the designated teacher or the Deputy Head Teacher if neither are available) prior to any discussion with parents.

#### **Child protection concern may have come from:**

- something the child has said or done;
- an injury that is apparent;
- the appearance of the child;
- behaviour that is observed;
- concerns that have accumulated over time;
- the attitude or behaviour of parents or carers;
- comments made by others about the child or parent/carer.

The information should be recorded immediately by the person directly involved on the school referral form (Appendix 3) information regarding anyone else who was present or witnessed it should also be included. It is important to record the time, the date and to sign it.

The member of staff concerned should seek out one of the designated teachers responsible for Safeguarding. This should be done without delay to give Children's Services time to take appropriate action, if required, before the end of the school day.

The designated teacher will make a referral to Children's Services if there are serious concerns about the welfare or safety of a child (the parent/carer does not need to give consent to this referral). Any telephone referral will be followed up with a written report. Referrals about stranger abuse will be reported to the Police.

The referrer should be prepared to discuss or provide information about the following:

- the evidence basis for the referral;
- details of the child and family background;
- accurate information regarding the child's name, language spoken at home, ethnic origin and any disabilities s/he may have;
- information regarding whether contact has been made with the parents/carers.

A social worker will then make further enquiries about your concerns and will probably come to school to see the child.

Only minimum discussion should take place with the child and this should be to establish sufficient information to be able to make a referral. Bear in mind the following when having this discussion:

- leading questions should not be asked;
- consideration as to their age and understanding;
- consider what additional information the child may offer;
- the child should be informed of what action is being taken and should not be assured about confidentiality when this cannot be guaranteed;
- the child should be assured of continued support from staff.

If the child protection concerns are evidenced by further enquiries, there will be a strategy discussion or meeting about what should happen next. The school will be kept informed, as will the child's parents or carer.

Following a referral, further enquiries and an assessment of the child's circumstances and the risk to the child will be made, if necessary, and key decisions may then be made at a child protection case conference about how the child can be protected in future and how, if possible, his/her parents can be supported to look after him/her.

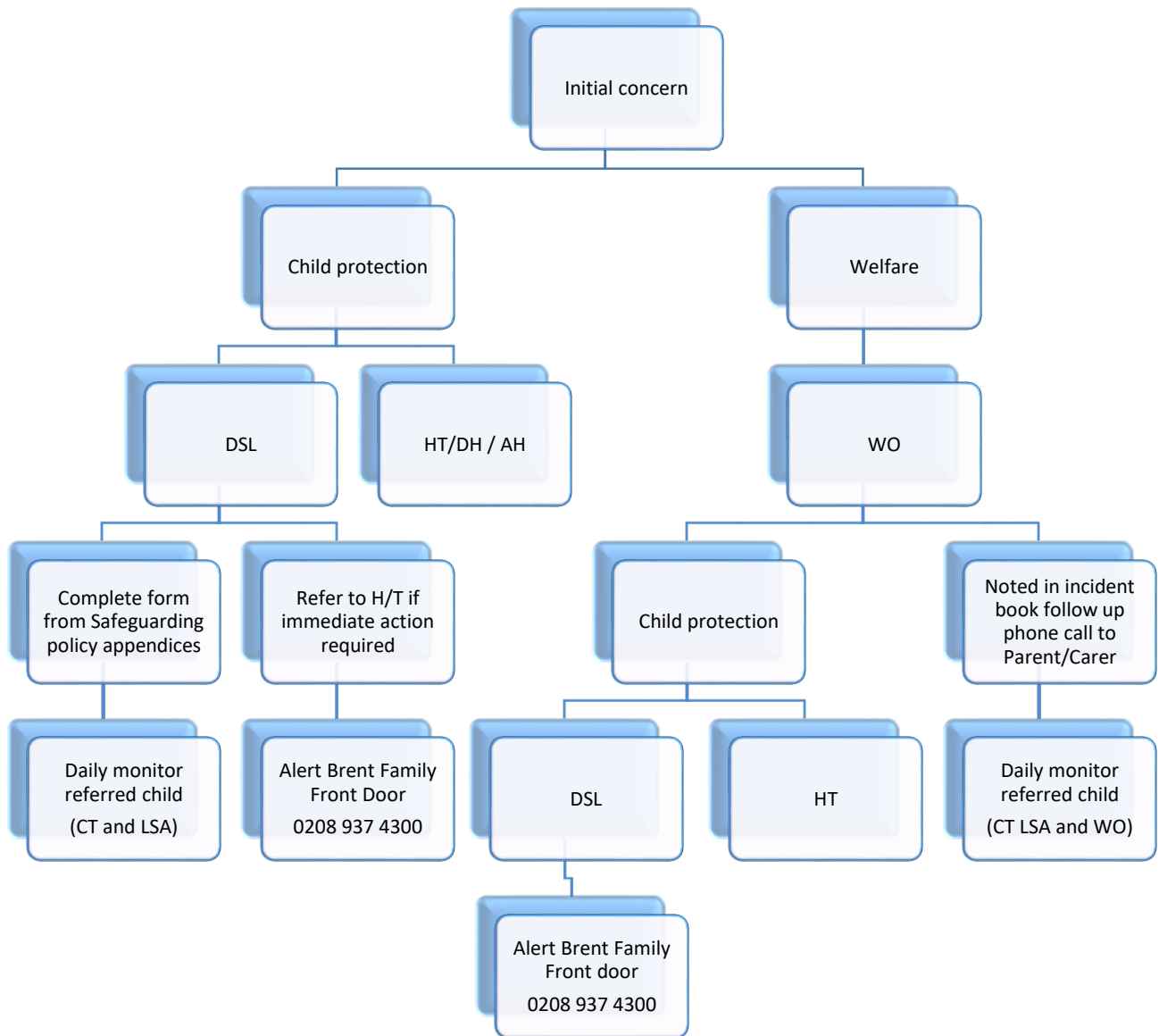
A social worker will probably ask the school to contribute information for an initial assessment child protection investigation. This information should be given promptly as the timescale for this is very short (i.e. 7 working days from the referral).

### **FLOWCHART OF PROCEDURES SUMMARY**

|   |   |
|---|---|
| <b>1</b>                                | LSAs/SMSA speak to class teacher  |
| <b>2</b>                                | LSA/SMSA or class teacher will go to designated teacher (Jessica Ash or Ms Loosemore or Mrs Byrne)  |
| <b>3</b>                                | Child Protection form is completed and handed to HT if advised  |
| <b>4</b>                                | Conversation held with child if DSL deems it necessary  |
| HT/DH<br>DSL<br>WO<br>CT<br>LSA<br>SMSA | <ul style="list-style-type: none"> <li>• - Head teacher: Melissa Loosemore /Deputy Head: Lucy Byrne</li> <li>• - Designated Safeguard Lead: Jessica Ash</li> <li>• - Welfare Officer: Denise Roudette</li> <li>• - Class teacher</li> <li>• - Learning Support Assistant</li> <li>• - School Meals Supervisory Assistant</li> </ul> |



**Appendix 3 - FLOWCHART OF PROCEDURES**



**Appendix 4 - Child Protection Referral Form**

**CONFIDENTIAL: RETURN TO DESIGNATED TEACHER IMMEDIATELY**

**Date:**

**Child's Name:**

**Male/Female**

**Date of Birth:**

**Age:**

**Class:**

**Class Teacher:**

**Name of reporting adult:**

---

**Reasons for concerns:** Include details of any physical/emotional evidence that may suggest that the **child is at risk**, please **highlight** this box if you feel that circumstances may be **COVID related**

**Brief details of any previous concerns:**

**ACTION TAKEN** (In consultation with Head Teacher):

**CONFIDENTIAL: RETURN TO DESIGNATED TEACHER IMMEDIATELY**

1. Contact with parent/carer (date and explanation):
2. Other agencies contacted:
3. Further action:

**Received by:**

**(Designated Teacher) Date:**

## **Appendix 5** – School Procedures

### **Allegations against Staff**

Allegations of abuse can be made by children and young people and they can be made by other concerned adults.

All allegations against staff or volunteers should be immediately brought to the attention of the Head teacher.

If an allegation is made against the Head teacher, this should be brought to the attention of the Chair of Governors.

In all cases, the Local Authority, who is one of the Child Protection Partners, should be notified.

The Head teacher should take the following actions:

- Ensure that the child reporting the allegation is safe and away from the member of staff against whom the allegation is made
- Make a referral to the Children's Service where the child resides, if appropriate
- Contact Brent immediately
- Contact the parents/carers of the child, following advice from the LOCAL AUTHORITY
- Suspend the member of staff or review his/her working arrangements, pending the investigation, following advice from Brent Safeguarding team
- Attend strategy meetings convened by Local Safeguarding Teams (eg Brent, Harrow, Barnet) and act upon the decisions made at these meetings

Suspension should be considered when:

- There is a cause to suspect a child is at risk of significant harm or
- The allegation warrants investigation by the police or
- The allegation is so serious that it might be grounds for dismissal

Any disciplinary investigation should be carried out once the child protection investigation has been completed.

### **Visitors**

- Due diligence will be undertaken to ensure visitors are appropriate
- Visitors will be given a copy of the school's 'Visitor Safeguarding Guide' as they report to reception in the Junior School
- Visitors will be supervised at all times and not be allowed to talk to pupils without a member of staff being present unless it is their professional role to do so eg Social and Family Support Workers, School Nurses, Educational Psychologist, Speech and Occupational Therapists and Specialist Teachers.
- No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children and young people are present.
- Staff (including supply staff) should be alert to strangers frequently waiting outside a venue with no apparent purpose

- Children should not be collected by people other than their parents unless written notification has been received in advance;
- If a child is not collected after a session it is reasonable to wait approximately half an hour for a parent or carer to arrive. If the parent or carer cannot be contacted, staff should contact Brent Social Care.

### **Supporting School Provision**

Many other aspects of school provision support the aims of this policy. Schools play an important role in making children and young people aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

The non-statutory framework for personal, social and health education (PSHCE) provides opportunities for children and young people to learn about keeping safe. PSHCE curriculum materials provide resources that enable schools to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe can reinforce the message that any kind of violence is unacceptable, let children and young people know that it is acceptable to talk about their own problems, and signpost sources of help.

Other aspects of provision that support this policy are:

- Social and Emotional Aspects of Learning (SEAL)
- Citizenship Curriculum
- Sexual Health Initiatives
- Relationship education
- Mental Health education
- School Nurse checks
- Identification and regular reviews of vulnerable children on year group lists and our 'Pyramid of Need'

### **Use of Force, Restraint and Positive Handling**

The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.

Teachers at a school are allowed to use reasonable force to control or restrain pupils under certain circumstances. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others.

Any concerns or allegations that a member of staff may have acted inappropriately should be brought to the Head teacher immediately, in confidence. The Head teacher, in turn, will contact the Local Authority.

Use of Restraint is supported by the following document: Brent Guidelines on the Use of Physical Intervention for schools

## **Staff Conduct**

In order to protect children, young people and members of staff, we encourage staff to follow our professional code of conduct. This covers appropriate dress, the use of appropriate boundaries, social contact outside setting (including on social networking sites), the receiving and giving of gifts and favouritism, and the safe use of technology.

Appropriate and safe staff conduct is supported in the following documents:

- Roe Green Junior School Code of Conduct
- Multi – Agency safeguarding Arrangements in Brent-June 2019
- Single Central Record
- Staff Discipline, Conduct & Grievance Policy

## **Child Protection Training**

The Head Teacher, Deputy Head Teacher and Assistant Head Teacher (CB) will keep detailed records of all staff's child protection training and will issue reminders when training updates are required.

A register will be kept to note when staff receive and read new safeguarding guidance.

All staff complete an online e-training course; this is due to be updated in April 2021.

Annual (KCSIE) safeguarding training was completed by all staff and Governors in September 2020

GDPR Training has been undertaken by staff in May 2018 and updated in September 2019

In addition, the designated members of staff will undertake multi-agency training every two years; they are scheduled to undertake training in Spring / Summer 2021.

## **Implementation, Dissemination & Review Strategies**

This policy is reviewed annually by the DSL and is approved by the board of Governors.

All members of staff read and agree to the child protection policy before the start of their employment.

It is important for families to be aware of actions staff may take if there are any concerns for a child or a young person's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents to engage better in the process, meaning that change is more likely to take place.

Copies of all the documents and guidelines referred to in this) are easily accessible in the following areas:

- [www.education.gov.uk](http://www.education.gov.uk)



**'BE THE BEST YOU CAN BE!'**

# **CHILD PROTECTION and SAFEGUARDING COVID – 19 ADDENDUM**

**Lead person responsible:**  
**J.Ash & M.Loosemore**

**Date:** Jan 2021

**Review Date:** As required

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## Important contacts

| ROLE   | NAME              | CONTACT DETAILS  |
|--|-------------------|--|
| Designated safeguarding lead (DSL)   | Jessica Ash       | 0208 204 5221<br><a href="mailto:jash@rgjs.brent.sch.uk">jash@rgjs.brent.sch.uk</a>  |
| Deputy DSL   | Melissa Loosemore | 0202 8204 5221<br><a href="mailto:mloosemore@rgjs.brent.sch.uk">mloosemore@rgjs.brent.sch.uk</a>   |
| Designated member of senior leadership team if DSL (and deputy) can't be on site | Lucy Byrne        | 0208 204 5221<br><a href="mailto:lbyrne@rgjs.brent.sch.uk">lbyrne@rgjs.brent.sch.uk</a>  |
| Head teacher   | Melissa Loosemore | 0208 204 5221  |
| Brent Safeguarding Team (Brent family Frontdoor)                                 |                   | <b>Tel:</b> 0208 937 4300<br><b>Email:</b><br><a href="mailto:family.frontdoor@brent.gcsx.gov.uk">family.frontdoor@brent.gcsx.gov.uk</a> |
| Emergency Duty Team (Out of hours)   |                   | <b>Tel:</b> 0208 863 5250  |
| Chair of governors   | Vijay Assani      | <a href="mailto:vassani@rgjs.brent.sch.uk">vassani@rgjs.brent.sch.uk</a>   |
| Governor for Safeguarding  | Shanta Assani     | <a href="mailto:sassani@rgjs.brent.sch.uk">sassani@rgjs.brent.sch.uk</a>   |



## 1. Scope and definitions

This addendum applies following the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners Brent Clinical Commissioning Group (CCG), the Chief Superintendent for NW Basic Command Unit (BCU), the Commander of the Metropolitan Police (Brent, Harrow, Barnet) and Brent Council

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

Unless covered here, our normal Safeguarding policy continues to apply.

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

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

## 2. Core safeguarding principles

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

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

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

## 3. Reporting concerns

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

Please complete a referral form recording any concerns about a child and give/ email it to Jessica Ash, (DSL) stating the date, and details of the concerns. The referral will be followed up, further details recorded and any necessary action will be initiated.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children. The DSL will liaise with external agencies and staff members to ensure that all information required to support vulnerable children and their families is gathered.

#### **4. DSL (and deputy) arrangements**

If a cohort of vulnerable pupils in the event of school closure, we aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

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

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

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be the member of the Senior Leadership Team (SLT) on the weekly rota who will contact the DSL /Deputy DSL / Deputy Head.

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

- Identify the most vulnerable children in school
- Access to a CHILD PROTECTION OVERVIEW where necessary.
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

#### **5. Working with other agencies**

We will continue to work with children's social care, and Early Help Services

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

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need
- Educational providers for pupils with SEND – eg BOAT, BHIS, SALT, Brent Educational Psychology Service, SENAS.

The following guidance is currently in place:

## 6. Monitoring attendance

Since the reopening of Schools in September 2020 the usual procedures for monitoring attendance have been resumed.

In the event of school closure most children would not be attending school during this period. We would not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

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

- Follow up on their absence with their parents or carers, by ringing / emailing.
- Notify their social worker, where they have one

When pupils are in attendance

We will follow the guidance from the DFE and complete the relevant documentation to keep an accurate record of who is attending school.

Brent may request that all schools complete an attendance return for all pupils with an EHCP on a weekly basis whether they are in attendance or not.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible by amending our Pupils contact records.

## 7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

**We will continue to follow the procedures in our Safeguarding Policy.**

## 8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately by following the school procedures outlined in our Safeguarding Policy.

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

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

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

In the event of school closure we have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. These pupils will be identified on:

- The Pyramid of need
- The Child protection Overview.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

## **10. Safeguarding for children not attending school**

### **10.1 Contact plans**

We will have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

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

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact

We will agree these plans with children's social care where relevant, and will review at the time intervals recommended by the DfE.

If we can't make contact, we will notify Social Care / guardians appointed by the court / Police.

### **10.2 Safeguarding all children**

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

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

## **11. Online safety**

### **11.1 In school**

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

If the Computing Lead is unavailable, our contingency plan is to report any concerns to the DSL, Deputy DSL/ Deputy Head

### **11.2 Outside school**

Where staff are interacting with children online eg. (Home learning – Google Classroom), they will continue to follow our existing staff code of conduct/Computing/ safeguarding policies.

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

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

### **11.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online – parents have access to teaching staff on the school website and receive regular parental advice via School PING

## **12. Mental health**

We will continue to offer our current support for pupil mental health for all pupils. Staff should share their concerns with a member of SLT / the DSL/ Deputy DSL – following discussion a decision will be made on how we may best support a pupil.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time. When setting expectations for pupils learning remotely and not

attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **13. Staff recruitment, training and induction**

### **13.1 Recruiting new staff and volunteers**

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

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

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

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

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

### **13.2 Staff 'on loan' from other schools**

In the event of staff being on loan however, if the need arises, we will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. [Deputy Head will undertake risk assessments as applicable.]

### **13.3 Safeguarding induction and training**

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

New staff and volunteers will continue to receive:

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

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

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### **13.4 Keeping records of who's on site**

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

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

We will use the single central record to log:

- Everyone working or volunteering in our school each day, Including staff 'on loan'

### **14. Children attending other settings**

If children are temporarily required to attend another setting in the event of a school closure, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs Leader (SEND Leader) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker

Where the DSL, deputy or SEND Leader cannot share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

### **15. Monitoring arrangements**

In the event of school closure this policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3 - 4 weeks by J.Ash (DSL) /M. Loosemore (HT/ Deputy DSL) / Y. D'souza (Assistant Head)-At every review, it will be approved by the full governing board.

### **16. Links with other policies**

This policy links to policies and procedures listed in our Safeguarding policy. Please also see our Remote Learning Policy.

## Addendum – Appendix 1 – COVID-19 Brent Risk Assessment

|  |   |   |
|--|---|---|
| <b>Introduction</b>  |   |   |
| In accordance the recent (19 <sup>th</sup> April 2020) guidance from the DfE, all schools and settings are required to complete a risk assessment for vulnerable children and young people, including those with Education, Health and Care Plans. This guidance should be considered in conjunction with previously released guidance from Public Health England.   |   |   |
| <b>Reason for completing this risk assessment</b>  |   |   |
| Schools and settings are being asked to complete this risk assessment in order to ascertain whether young people are safer within the home environment or their educational setting. Please add Yes/No in the boxes below to show the outcome of the discussion of this risk assessment with parent/carer.   |   |   |
| <p><b>1. Education provision leaders believe the pupil or student is safer at school, but the parent (s)/ carer (s) believe their child is safer at home</b></p> <p>This would include, but not be limited to children who have a social worker include children in need, children who have a child protection plan and those who are Looked After by the local authority. <b>If the child has a social worker and education provision leader and social worker believe they are safer at school, but the parent (s)/ carer (s) believe their child is safer at home, leaders should discuss with the social worker.</b></p> | <p>Reason – please refer to the left and select a number</p> <p>Choose an item.</p> <p>3. for all parents in this group at this time.</p> |   |
| <p><b>2. Education provision leaders believe the pupil or student is safer at home, but the parent (s)/ carer (s) believe their child is safer at the education provision</b></p> <p><b>Please make record that parent/carer is not in agreement with this.</b></p>  |   |   |
| <p><b>3. Education provision leaders and the parent(s)/carer(s) believe their child is safer at home</b></p> <p>If the child does not have a social worker, education provision leaders are likely to support the parent/carers’ decision that the child is safer at home. <b>Leaders may have some lower level safeguarding concerns and choose to monitor the situation, and where necessary, make a referral via Brent Family Front Door.</b></p>   |   |   |
| <p><b>4. Education provision leaders and the parent(s)/carer(s) believe their child is safer at school</b></p> <p>The expectation is that the young person attends school.</p>   |   |   |
| <b>Pupil/Student Details</b>   |   |   |
| Name of pupils:<br>Please see contact lists below  | DOB:<br>Please see Risk Assessment lists attached   | Education setting:<br>Roe Green Junior School |



|   |   |  |
|---|---|--|
| Does the young person have a Social Worker or Family Support Worker? Yes/No<br><b>Please see Risk Assessment lists attached</b> | LAC/CP/CIN/Family Support or not open to social care?<br><b>Please see Risk Assessment lists attached</b> |  |
| <b>What are the views of the young person/parent/carer in relation to this risk assessment?</b>                                 |   |  |
| All pupils in groups A and B are happy with the arrangements at this time.  |   |  |

During the January Lockdown, these templates were not required by Brent. Instead, they had periodic checks on the Critical Worker group and requested numbers to be submitted on an Excel Spreadsheet direct to Brent.

## Part A: Risk Assessment on the basis of their Education, Health and Care needs

|                            | Specific health needs  | COVID 19 risk to pupil                   | Control Measures        |
|----------------------------|--|--|-------------------------|
| 1. Health                  | None   | None                                     | NA                      |
|                            | <b>Aggressive or non-aggressive behaviour that causes increased risk to pupil and others</b> | <b>COVID 19 risk to pupil and others</b> | <b>Control Measures</b> |
| 2. Behaviour which impacts | None   | None                                     | NA                      |

### Conclusion of education, health and care risk assessment:

**Brief rationale: All pupils on EHCPs are currently NOT attending school. We have a school Contact Plan and ring the families x1 per week to ask whether the pupils are accessing the learning resources on the 'Home Learning' area of our website. If parents are experiencing difficulty we offer alternative arrangements (eg to supply an Individual Learning pack) that parents may collect from the school.**

| <b>Part B: Safeguarding Risk Assessment</b>  |  |  |
|--|--|--|
| <b>Specific safeguarding needs</b>   | <b>Safeguarding risk if at home for four weeks or more</b> | <b>Control Measures</b>  |
| <p>Child ??? CIN Plan</p> <p>Child ????? CIN in process of being closed, guidance re housing support being provided by Social Worker.</p> <p>Child ????? Court Order preventing access to child by Father.</p>   | <p><b>Family may require support / reassurance.</b></p>    | <p>For both families - weekly phone calls to check all is OK.</p> <p>Parents can contact the school via phone / email any time.</p> <p>School liaises with Social Workers.</p> |
| <p><b>Conclusion of safeguarding risk assessment:</b></p> <p><b>Brief rationale: The pupils from both families are currently NOT attending school. We have a school Contact Plan and ring the families x1 per week to ask whether the pupils are accessing the learning resources on the 'Home Learning' area of our website and to enquire whether they require any other support. If parents are experiencing any difficulty we offer alternative learning arrangements (eg to supply an Individual Learning pack) that parents may collect from the school. If parents require any other support, we will direct them to the relevant agency if we are unable to offer the support ourselves.</b></p> |  |  |

| <b>Part C: Conclusions</b>  |
|---|
| <p><b>Conclusion of education, health and care risk assessment:</b> See Section A</p> <p><b>Conclusion of safeguarding risk assessment:</b> See section B</p> |
| <p><b>Overall conclusion:</b></p> <p><b>As Outlined in Sections A and B</b></p>   |

**Overall brief rationale (When both the education, health and care alongside the safeguarding risk assessment have been completed there should also be consideration given to whether the child's parent is a key worker):**

Pupils whose parents who have stated they are key workers have at this point in time chosen to keep their children at home.

**Part D: Monitoring and Liaison Arrangements while the child is at home**

**Risk Assessment Review statement (This may be a suitable date of review, coupled with a commitment to review in light of new information):**

**Monitoring arrangements while child is at home:** As Required

**Liaison plan while child is at home:** : *Please give details of the safeguarding arrangements while the child is at home as well as how learning and therapy (where appropriate) provision will be delivered e.g. Online activities, paper activities, remote teaching sessions, check ins with Therapists via telephone/video conferencing*

**Safeguarding Arrangements remain the same as when school is open – eg Any safeguarding concerns should be reported to the DSL / HT or Deputy Head. Procedures for safeguarding during this time have been outlined in our Addendum to our Safeguarding Policy.**

The pupils' families' needs are monitored on a weekly basis via a phone call. All pupils have an online learning programme and links to resources to support their learning needs. Pupils who are having difficulty accessing on line resources have an Individual Learning pack tailored to their needs, (this will contain pencil and paper activities / booklets, answer sheets for parents and practical learning equipment if required.) Parents are invited to come to the school to collect the pack at an agreed time.

We will liaise with relevant therapists as required – we have had liaison with BDHIS, and may also have liaison with SALT and OT in the future.

| Risk assessment completed by (signature)  | Name        | Job title         | Date    |
|---|-------------|-------------------|---------|
| <i>J. Ash</i>   | Jessica Ash | SEND Leader & DSL | 6.05.20 |
| Risk assessment review date (at least two weeks after the completion of the risk assessment or the last review) |             |                   |         |

## **Addendum – Appendix 2 – RGJS Risk Assessment for Vulnerable pupils**

### **Risk Assessment for Vulnerable Pupils**

We have identified two groups of pupils whom we consider to be vulnerable during the COVID -19 outbreak.

#### **Group A**

These pupils have an EHCP or a diagnosed learning need, ASD, Communication, Sensory) they are all on the School SEND Lists.

#### **Group B**

##### **Sub group 1:**

These pupils are currently known to Social Services and we already work in partnership with their key workers.

##### **Sub Group 2:**

These pupils may have been known to Social Services and their cases have been closed – or we have identified their vulnerability through communication with families. We monitor these children via our Pyramid of Need.

### **Current Provision and Procedures**

As a result of our communication with parents to date we have 18 pupils from Critical Worker Families in school.

Each year group has a weekly timetable with scheduled class meetings via Google Classroom. Teachers direct pupils to the activities and assignments available that have been planned for them. In addition to this, each year group has additional provision via online support groups and / or work packs for pupils with SEND.

Parents are able to ask questions directly to their teachers via the '**HOME LEARNING**' email **specific to each year group**. If class teachers require support / advice in answering queries they will refer to an appropriate member of the SLT (Year Leader, Inclusion Leaders (Assistant Heads /SEND Leader / DSL), Deputy Head, Head Teacher).

### **Monitoring Pupils' Welfare**

We will monitor our pupils' welfare via our **Communication Plan** which will be updated **EVERY TWO WEEKS** or sooner if further advice is forthcoming from the DfE.

Please see the **COMMUNICATION PLAN** attached.

## **Communication Plan**

- The families of pupils on our Vulnerable Pupils List will be contacted on a weekly basis by either the SEND Leader or the Deputy Head.
- The SEND Leader and the Deputy Head and Year Leaders will liaise with the class teachers of the identified pupils regarding their engagement with the 'Remote Learning' meetings resources.
- The SEND Leader and DSL will liaise between Critical Workers of Educational Support agencies and Social Care.
- The SEND Leader and DSL will respond to invitations and attend meetings initiated by key workers of Educational Support Agencies and Social care.
- Any queries / issues arising from the weekly communication with families will be referred on to the Head Teacher if an immediate solution cannot be found.

