

**Safeguarding Policy Statement to be added to the Addendum already published to reflect the government guidance shared on 20<sup>th</sup> May 2020, this will be applicable to 31<sup>st</sup> May 2020 when the guidance will be reviewed before 1<sup>st</sup> June 2020.**

Safeguarding Advice updated for schools 20/05/2020

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

At Pioneer Educational Trust we have worked collaboratively with colleagues across the Trust and in our local authorities to satisfy ourselves that all new policies and processes in response to coronavirus are not weakening our approach to safeguarding or undermining our child protection policy.

We have given due consideration to our safeguarding arrangements, policies and procedures to ensure that we reflect the wider opening risk assessments (as set out in [action or education and childcare settings to prepare for wider opening from 1 June](#)) and related Health and Safety risk assessments to ensure that they are appropriately linked into the school's approach to safeguarding and child protection policy.

We continue to use all relevant information on health and safety advice linked to coronavirus see [managing school premises during the coronavirus outbreak](#) and coronavirus information and advice from [Health and Safety Executive](#).

#### Prevent

Prevent is a vital part of our work to safeguard children from radicalising influences, and it remains in operation in local authorities during this challenging time. The government has published information on [prevent management support for schools and colleges](#) who have pupils/students receiving Channel support.

#### Vulnerable Children

We acknowledge that for all vulnerable children, attendance is expected in school during this next phase, where it is appropriate for them to attend (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 plan), so that they can gain the educational and wellbeing benefits of attending in person on our school sites.

Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years and school provision where this would now be appropriate for them to do so.

We are committed to work together as a MAT and with other relevant partners, to work with and support the relevant families and pupils to return to school, where attendance is appropriate.

A brief summary of attendance expectations, as released by government 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](#))

Each of our schools will continue to notify social workers where children with a social worker do not attend. We will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't.

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

As schools we will resume taking our attendance register from 1 June and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

#### School Attendance

We continue, where our children are attending another setting within our MAT to ensure that we provide the receiving institution with any relevant welfare and child protection information. This continues to be overseen by our Associate Director of Safeguarding within the MAT working alongside our DSL/DDSLs. This is especially important where children are vulnerable.

For looked-after children, any change in school provision will be led and managed by the virtual school head with responsibility for the child. The receiving institution will be made aware of the reason the child is vulnerable and any arrangements in place to support them.

As a minimum the receiving institution will have, as appropriate, access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible virtual school head is). This will happen before a child arrives on that site.

#### SEND

Any exchanges of information will happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators with oversight of special educational needs (SEN) provision for children with EHC plans.

#### SCR

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that each school is aware, on any given day, which staff will be in the school, and that appropriate checks have been carried out. This will be more important than ever as more children and staff return. As such, each school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in [KCSIE](#).

## Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. As a MAT we have been proactive in supporting pupils, as well as their families and also members of staff, with their mental health and wellbeing and recognise that this will continue to be vital as more pupils and staff may return to school from 8th June onwards. Each school will ensure that appropriate support and signposting is in place for all pupils, families and staff.

The guidance on [mental health and behaviour in schools](#) can be used to help us to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which 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.

Support for pupils in the current circumstances can include existing provision in the school (although 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 have all been made be aware of the impact the current circumstances can have on the mental health of those pupils (and their parents) who are continuing to work from home, including when setting expectations of work for pupils. Regular weekly updates and signposting are shared with all key stakeholders.

## Online safety

Please also see the On-line Safety Policy and addendum.

As more children return it will be important that we continue to provide a safe online environment for those who remain at home.

We continue to have due regard to the following advice and guidance:

The [UK Council for Internet Safety](#) provides information to help governing bodies and proprietors assure themselves that any new arrangements continue to effectively safeguard children online.

Internet Matters [vulnerable children in a digital world-report](#) may help governing bodies, proprietors, senior leaders and DSLs understand more about the potential increased risks some groups of children can face online.

The [UK Safer Internet Centre's professional online safety helpline](#), email [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) or telephone 0344 381 4772 provides support for the children's workforce with any online safety issues they face.

The [NSPCC Learning website](#) also provides useful support and training opportunities for professionals.

## Further Guidance

When the government guidance is updated again by 01/06/2020 we will consider all relevant updates and these will be reflected in our safeguarding addendum.