



**Inspire**

## **Partnership Academy Trust**

### **COVID-19 school closure arrangements for Safeguarding and Child Protection**

(to be read in conjunction with the Safeguarding and Child Protection Policy)



**Woodside Primary**

**School**

<b>Date of Last Review:</b>	<b>May 2020</b>
<b>Name of Designated Safeguarding Lead for Child Protection:</b>	<b>Angela Barakeh</b>
<b>Name of Deputy Designated Safeguarding Lead for Child Protection:</b>	<b>Penny Humphrey</b>
<b>Name of Local Governor for Safeguarding/Child Protection:</b>	<b>Paul Dowie</b>
<b>Date shared with all staff:</b>	<b>26 May 2020</b>

*This addendum reflects the guidance published on 20<sup>th</sup> May 2020 by the government.*

This addendum of Woodside Primary's Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in response to safeguarding during the COVID-19 pandemic in the following areas:

<b>Context .....</b>	<b>3</b>
<b>Vulnerable children .....</b>	<b>3</b>
<b>Attendance monitoring.....</b>	<b>5</b>
<b>Designated Safeguarding Lead .....</b>	<b>5</b>
<b>Reporting a concern .....</b>	<b>6</b>
<b>Allegations against Members of Staff and Volunteers.....</b>	<b>7</b>
<b>Children moving schools .....</b>	<b>8</b>
<b>Safeguarding Training and induction .....</b>	<b>9</b>
<b>Safer recruitment/volunteers and movement of staff .....</b>	<b>10</b>
<b>Mental health .....</b>	<b>10</b>
<b>Online safety in schools and colleges.....</b>	<b>11</b>
<b>Children and online safety away from school.....</b>	<b>11</b>
<b>Supporting children not in school .....</b>	<b>13</b>
<b>Supporting children in school .....</b>	<b>13</b>
<b>Peer on Peer Abuse .....</b>	<b>14</b>
<b>Support from the Multi-Academy Trust .....</b>	<b>14</b>
<b>COVID-19 School Closures – Contact Details .....</b>	<b>14</b>
<b>COVID-19 school closure - Safeguarding Support .....</b>	<b>16</b>

## Key contacts

Role	Name	Contact	Email
Designated Safeguarding Lead	<b>Angela Barakeh</b>		<b>abarakeh@woodside.croydon.sch.co.uk</b>
Deputy Designated Safeguarding Lead	<b>Penny Humphrey</b>		<b>phumphrey@woodside.croydon.sch.uk</b>
Headteacher	<b>Rachel Byrne</b>		<b>Head@woodside.croydon.sch.uk</b>
Chair of Governors	<b>Kay Hancox</b>		<b>khancox@woodside.croydon.sch.uk</b>
Safeguarding Governor	<b>Paul Dowie</b>		<b>pdowie@woodside.croydon.sch.uk</b>

## Context

From 20<sup>th</sup> March 2020, 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.

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

From the 1<sup>st</sup> June 2020, the government expect schools to start a phased return for specific year groups: Nursery, Reception, Year 1 and Year 6 but only when safe to do so. Woodside Primary will continue to follow the government's guidance for [safe working in education](#) and implementing the [protective measures](#) to ensure all stakeholders are kept safe. This will be achieved by completing 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 which are appropriately linked into the school's approach to safeguarding and child protection policy.

## Vulnerable children

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

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989 (Child in Need).

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

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

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

Woodside Primary 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: Angela Barakeh

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 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 Woodside Primary School will explore the reasons for this directly with the parent.

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

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

### **Attendance monitoring**

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 plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years,

school or college provision where this would now be appropriate for them to do so. The government expect educational providers and other relevant partners to work with and support the relevant families and children to return to school or college, 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](#))

Woodside Primary School will continue to notify social workers where children with a social worker do not attend.

The school will also continue to follow up with any parent or carer whose child has been expected to attend and does not.

To support the above, Woodside Primary will, when communicating with parents/carers and carers, 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.

Woodside Primary will resume taking the attendance register from 1st 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. The DfE will continue to provide guidance around this.

### **Designated Safeguarding Lead**

Woodside Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: **Angela Barakeh**

The Deputy Designated Safeguarding Lead is: **Penny Humphrey**

Additional Designated Safeguarding Leads are: **Rachel Byrne**  
**Helen Robinson**  
**Jo Lillo**

As more children return to school, it is expected that a trained DSL (or deputy) available on site. In exceptional circumstances where this is not possible, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system CPOMS 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.

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

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

The DSL (or deputy) should provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school. Where possible, staff should try and speak directly to children to help identify any concerns. Staff should be encouraged (where possible) to make calls from the school site via school phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

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, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

DSLs (and deputies) should 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.

Every school will face unique challenges at this time, including as they welcome back more children. Where reasonably possible and where relevant, the DSL (or deputy) should consider these challenges in a child protection context and reflect them in the child protection policy as appropriate.

### **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 report via CPOMS, which can be done remotely or by calling the DSL if they are unable to access CPOMS.

In the unlikely event that a member of staff cannot access their CPOMS from home or make telephone contact with the DSL or deputy, they should email the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

However, if the concern is about a child who has or is likely to suffer from significant harm and the member of staff is unable to contact the DSL, then they should immediately report to Croydon Children's services. See contact details below.

### **Croydon Single Point of Contact (SPOC)**

**Urgent safeguarding concerns: 0208 255 2888 (09:00 – 17:00).**

**Emergency Duty Team: 0208 726 6400 (outside of normal working hours)**

**To discuss a non-urgent concern or complete a Social Care, Early Help or CAMHS referral, please use the following email: [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk)**

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 report the concern to the headteacher/DSL immediately either in person if they are in school or via telephone. If there is a requirement to make a notification to the headteacher/DSL whilst away from school, this should be done verbally and followed up with an email to the headteacher/DSL.

If a child is at risk of imminent danger or harm, concerns will need to be referred to Croydon Children's Services and/or the police on 101. If it is an emergency the police need to be called on 999.

### **Croydon Single Point of Contact (SPOC)**

**Urgent safeguarding concerns: 0208 255 2888 (09:00 – 17:00).**

**Emergency Duty Team: 0208 726 6400 (outside of normal working hours)**

If there are child protection concerns the role of the school is NOT to investigate but to recognise and refer.

Less urgent concerns or requests for support will be referred to Children's social care and Early Help on the contact below.

**To discuss a non-urgent concern or complete a Social Care, Early Help or CAMHS referral, please use the following email: [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk)**

## **Allegations Against Members of Staff and Volunteers**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- Allegations should be referred immediately to the Head Teacher or DSL in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. Please refer to the Croydon LADO hyperlink below for further information.  
<https://www.croydon.gov.uk/healthsocial/families/childproctsafe/lado>
- In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of Governors Kay Hancox who will contact the LADO in the first instance.
- Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly.

### **Local Authority Designated Officer (LADO):**

Email: [lado@croydon.gov.uk](mailto:lado@croydon.gov.uk)

Senior LADO: Steve Hall

Email: [steve.hall@croydon.gov.uk](mailto:steve.hall@croydon.gov.uk)

Tel: 0208 255 2889                      Mob: 07825 830328

LADO: Jane Parr

Email: [jane.parr@croydon.gov.uk](mailto:jane.parr@croydon.gov.uk)

Tel: 0208 726 6000 (Ext. 84343)    Mob: 07985 590505

### **Children moving schools**

It will be important for any school whose children are attending another setting to continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection

information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the virtual school head with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have 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 should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of special educational needs (SEN) provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst schools must continue to have appropriate regard to data protection law, that does not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76 to 83 of KCSIE.

### **Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus.

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 they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). 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 Woodside Primary School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will 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

For movement within the Trust, schools should seek assurance from the Inspire Partnership Academy Trust HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

### **Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Woodside Primary 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 (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Woodside Primary School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Woodside Primary 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 163 of KCSIE.

Woodside Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto: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, Woodside Primary School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **Mental health**

Woodside Primary School recognises that negative experiences and distressing life events, such as the current circumstances, can affect the

mental health of children and their parents. Therefore, we recognise that children and their families, as well as staff, may need support once more children start to return to school, when it is safe to do so. The school recognises the need to ensure space and time is given to repair relationships and allow children to reconnect with school and each other, as this is an integral part to their positive mental health. As we support our children returning to school from June 1<sup>st</sup> 2020, gradually and safely, our attention shifts as much towards helping children come back to us and each other as it necessitates considering the formal curriculum. Our recovery curriculum will play a vital role in achieving this. We will first support children to re-establish routines, core expectations and revisit the values we hold as a community. We will allow space for children to explore the emotions and thoughts they experienced during this unprecedented time. It is also recognised that not all children will return at the same time and this can cause those still at home a sense of not belonging to our community, therefore the curriculum will ensure it provides learning experiences to bring together those children who are in school and those who are not.

The school will also use resources, such as the government's guidance on [mental health and behaviour in schools](#) to support the school to identify children who might need additional support, and to put this support in place. Staff will receive training which will provide them with the skills and knowledge to understand 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 children 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 should be aware of the impact the current circumstances can have on the mental health of those children (and their parents) who are continuing to work from home, including when setting expectations of children's learning. The school will continue to be mindful of the [guidance on remote education practices](#) during the coronavirus outbreak.

### **Online safety in schools**

Woodside Primary 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.

### **Children and online safety away from school**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate

referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the name of school code of conduct.

Woodside Primary 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/online communication - especially where webcams are involved:

- Staff must not contact children on the child's mobile phones. Telephone welfare checks must be made via the parents/carers contact numbers.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- When staff are using platforms such as Zoom etc. to make visual contact with pupils this should be carried out on the school premises, when they are scheduled to be in, and with another member of staff present. The child should also have a parent or carer within ear shot for the duration of the conversation. These sessions will only take place with the authorisation of a member of the Senior Leadership Team.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred, where possible.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Woodside Primary School to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held, which may be requested by a member of the leadership team at any time.

Under no circumstance should any member of staff provide pupils or their families with their personal contact details (social media account names, telephone numbers, email address and address). Staff may contact pupils and their families using the Woodside Primary Admin/Office email.

Woodside Primary School will ensure that children working remotely will complete an online safety task regularly which will at least ensure that children know how to report if they feel unsafe or disturbed by anything they encounter online. Woodside Primary School will ensure that on online learning pages there are links to [CEOP](#) and [Childline](#) for children to report concerns.

Woodside Primary School will ensure that when staff are making their keeping in touch calls to children at home that parents are asked about online safety

and are made aware of the resources on school website. Online safety will feature in the regular communication to parents.

### **Supporting children not in school**

Woodside Primary School is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a pupil 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 on CPOMS or other agreed system, as should a record of contact staff members have made.

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

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

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

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

Woodside Primary 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. Teachers at Woodside Primary School need to be aware of this in setting expectations of pupils' work, where they are at home.

### **Supporting children in school**

Woodside Primary School is committed to ensuring the safety and wellbeing of all its pupils.

Woodside Primary School will continue to be a safe space for all children to attend and flourish.

The Head teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Woodside Primary 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 COVID-19.

Woodside Primary 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. This will be bespoke to each child and recorded on CPOMS where appropriate.

Where Woodside Primary School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – they will discuss them immediately with the trust central team.

### **Peer on Peer Abuse**

Woodside Primary 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 on CPOMS and appropriate referrals made.

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

The Inspire Partnership Academy Trust (IPAT) Central team are available for advice and support as required.

The IPAT will also provide regular group and individual supervision sessions which can be arranged by the DSLs within the schools. This may take the form of an online meeting.

## **COVID-19 school closure - Contact details**

### **Croydon Safeguarding Children Partnership**

<https://croydonlcsb.org.uk/what-to-do-if-youre-worried-about-a-child/>

Contact information - <https://croydonlcsb.org.uk/about-us/>

Useful COVID 19 safeguarding information, including contacts for external services; <http://croydonlcsb.org.uk/wp-content/uploads/2020/04/06-CSCP-COVID19-SafeguardingInformation.pdf>

## Contact details for the LADO:

<https://www.croydon.gov.uk/healthsocial/families/childproctsafe/lado>

### Local Authority Designated Officer (LADO):

Email: [lado@croydon.gov.uk](mailto:lado@croydon.gov.uk)

Senior LADO: Steve Hall

Email: [steve.hall@croydon.gov.uk](mailto:steve.hall@croydon.gov.uk)

Tel: 0208 255 2889

Mob: 07825 830328

LADO: Jane Parr

Email: [jane.parr@croydon.gov.uk](mailto:jane.parr@croydon.gov.uk)

Tel: 0208 726 6000 (Ext. 84343) Mob: 07985 590505

### Children's Social Work Services

Urgent Safeguarding Response: 020 8255 2888 (Monday to Friday from 9am to 5pm)

Emergency Out of Hours Duty Team: 020 8726 6400

Single Point of Contact (SPOC) Consultation [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk)

### Important information about current SPOC procedures

Due to the current situation with Covid 19 and government advice to move to remote working as far as is possible, Croydon's Single Point of Contact (SPOC) will no longer be able to base social workers in Bernard Weatherill House to answer phone calls to the Consultation Line.

The Consultation and advice service however, remains an integral part of our service and we want to ensure professionals are still able to speak to a social worker when they need to seek advice regarding referrals.

Therefore, with immediate effect, if you need to speak to a social worker to utilise the Consultation Service, please email: [childreferrals@croydon.gov.uk](mailto:childreferrals@croydon.gov.uk) Please provide your contact details and a brief summary of the advice needed and we will ensure a social worker calls you back as soon as possible.

If you experience any difficulties with this new service provision, please contact Jonathan Lung (Service Manager: Single Point of Contact - SPOC) ([Jonathan.Lung@croydon.gov.uk](mailto:Jonathan.Lung@croydon.gov.uk))

## **Police**

101 (or 999 if there is an immediate risk of harm)

## **Safeguarding Children Partnership (SPOC)**

<https://www.croydon.gov.uk/healthsocial/families/childprotsafe/childprotect>

Telephone: 020 8255 2888

## **COVID-19 school closure - Safeguarding Support**

### **Support for staff**

<https://youngminds.org.uk/resources/school-resources/10-wellbeing-tips-for-school-staff/>

[04Crisis%20leaflet%20-%20A%20guide%20for%20staff%201%20April%20\(2\).pdf](#)

[05%20Crisis%20leaflet%20-%20A%20guide%20for%20young%20people%201%20April%20\(3\).pdf](#)

Coronavirus and your wellbeing

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

With more teachers swapping classrooms for front rooms, Oliver Ireland shares five ways to avoid bad home-working habits

<https://www.tes.com/news/5-wellbeing-rules-teachers-working-home>

Remember, the Education Support Partnership is there for anyone who works in a school.

### **Education Support Partnership Helpline:**

Telephone: 08000 562 561 (24/7)

Text: 07909 341229

Website: <https://www.educationsupport.org.uk/>

### **Support for Pupils**

#### Online Safety

Children will be spending more time online at home and therefore at potentially greater risk from online harm. This is a useful time to remind parents/carers of the support available to keep children safe online.

Sources of support include:

- [Internet matters](#) - for support for parents/carers to keep their children safe online
- [London Grid for Learning](#) - for support for parent/carers to keep their children safe online
- [Net-aware](#) - for support for parents/careers from the NSPCC
- [Parent info](#) - for support for parents/carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online

[UK Safer Internet Centre](#) - advice

### Support for pupils' mental health

Extended time away from the usual routine that school provides and dislocation from friends/extended family at a time of national emergency may increase anxiety levels and negatively affect the mental health of some young people and their parents/carers.

CAMHS is continuing to operate during this period with a revised service.

Croydon Mental Health Support Team (MHST) and Support Engagement and Delivery in Schools (SEADS) Team are continuing to support Croydon schools.

- One to one work with young people and families is continuing via telephone.
- The MHST are running a trial helpline from 30th March, which will be operational during school hours (9am-3:15pm), providing advice and support for young people and families.
- We are continuing to provide consultancy and advice for teaching staff on 07702 339000. If there is any difficulty accessing this phone line please could you alert us via email on [croydoncamhsmail@slam.nhs.uk](mailto:croydoncamhsmail@slam.nhs.uk) with the email subject line **"MHST phone-line help"**
- Croydon pupils also have access to Kooth online counselling service <https://www.kooth.com/>.

Sources of support include:

- [Child Line](#)– 0800 1111
- [Samaritans](#) – 116 123
- [Papyrus](#) (Prevention of Young Suicide) – 0800 068 4141
- [Young Minds](#) Crisis Messenger – text YM to 85258
- [Croydon Drop In](#) (CDI)
- [Off The Record](#) Croydon

**Dave the Dog is worried about coronavirus – Downloadable book**

A book for children about coronavirus that aims to give information without fear.

With everything that is going on at the moment; big changes to children's routines and lots of stories on the news it can be a really scary time for children. This book aims to open up the conversation about coronavirus and some of the things they might be hearing about it and provide truthful information in a reassuring and child friendly manner. Click Here - <https://nursedottybooks.com/dave-the-dog-is-worried-about-coronavirus-2/>

### **Covibook**

Download the book to discuss the range of emotions arising from coronavirus <https://www.mindheart.co/descargables>

**E-Bug – Washing your hands:** Use [e-Bug](#) resources to teach pupils about hygiene.

### **The Children's Commissioner Children's Guide to coronavirus**

There have been big changes in our lives because of coronavirus, so The Children's Commissioner have created a children's guide to coronavirus to help explain the situation.

<https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>

- **SEND -Coronavirus explainer in Makaton (Ineqe) -** Children with a range of SEND needs may be struggling right now, perhaps through lack of routine or not understanding how things are.

Holly Rankin, is the Special Educational Needs Advisor at Ineqe and in this video explains Coronavirus using Makaton: <https://youtu.be/9OS8vbjr2-Q>

### **Support for parents and carers**

#### Domestic Abuse

The Covid-19 response will place increased stress on families. In other parts of the world reported incidents of domestic abuse have increased significantly during lockdowns. School staff need to be particularly attuned to this increased risk at this time and the impact that this could have on children.

Support is available from:

- [FJC](#) – 0208 688 0100 or email [fjc@croydon.gov.uk](mailto:fjc@croydon.gov.uk)  
[SPOC Consultation Line – email \[childreferrals@croydon.gov.uk\]\(mailto:childreferrals@croydon.gov.uk\)](#)

### **Talking to a child worried about Coronavirus**

The NSPCC has created a new webpage with information and advice for

parents or carers who are worried a child or young person may be struggling with their mental health or has anxiety about Coronavirus. The webpage includes information on: talking about feelings and worries; keeping in touch and balancing screen time; ways to create structure and routine; and helping to give children a sense of control. Read more information and advice on the links below:

### **Talking to a child worried about coronavirus (COVID-19)**

[NSPCC talking to a child about Coronavirus - Click here](#)

**Tips on How to have difficult conversations with children** [NSPCC How to have difficult conversations - Click here](#)

### **MIND - Coronavirus and your wellbeing**

<https://www.mind.org.uk/information-support/coronavirus-and-your-wellbeing/>

**Resources for parents during coronavirus** – Please click on the link below for a list of handy, free online activities and materials to use at home.

<https://www.childrenscommissioner.gov.uk/coronavirus/resources/>

### **Department for Education coronavirus helpline**

The Department for Education coronavirus helpline is available to answer questions about COVID-19 relating to education and children's social care.

Staff, parents and young people can contact this helpline as follows:

Phone: 0800 046 8687

Opening hours: 8am to 6pm (Monday to Friday), 10am to 4pm (Saturday to Sunday)

## Guidance on Vulnerable Children & Young People with an EHCP

### Collaborative risk assessment for school and parents

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

Government advice States:

Those with an EHC plan should be **risk-assessed by their school or college** in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

This template is for complex cases or where there is a concern regarding the offer of education.

If considering sending the child or young person to school, school staff should consider with the child's parents/cares (and where relevant the allocated social worker) about the following risks across home and school contexts:

- Risks to the CYP, including their physical health and emotional wellbeing.
- Risks to the family, including their physical health and emotional wellbeing.
- Risks to the setting, including the safety of other CYP and adults.

Factors to consider:

Advantages of staying at home	Potential risks of staying at home
<p>Minimises risk to the CYP's health, especially for those with underlying health conditions.</p> <p>CYP is with familiar people at an unsettling time.</p> <p>Familiar settings and possessions can support with emotional regulation</p> <p>School staff and other health and care professionals involved with child may be able to provide remote support.</p>	<p>Will the CYP's care needs be met? What needs to change so that they can be?</p> <p>Strain to family of having to care for child around the clock.</p> <p>Potential risk to siblings and parents, if CYP has behaviours of concern.</p> <p>Guidance asks us to consider: the ability of the individual's parents or home to ensure their health and care needs can be met safely</p> <p>Guidance asks us to consider: the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered</p>
Potential risks of being at school	Potential advantages of being at school

<p>Risk of catching virus, given close proximity to large group of adults and other CYP, many of whom are children of frontline key workers.</p> <p>Guidance asks us to consider: the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required</p> <p>Staffing capacity may mean the setting cannot safely meet CYP's needs.</p> <p>School routine is significantly different, which is likely to cause confusion and distress for CYP with SEND.</p> <p>Absence of adults who have a relationship with the CYP, potentially increasing distress and reducing effectiveness of care.</p> <p>Setting may have reduced capacity and/or knowledge to positively manage complex SEND including behaviours of concern putting other CYP and adults at risk.</p>	<p>Continued routine may reduce confusion and distress to child.</p> <p>Staff have training on approaches and strategies that support emotional regulation.</p> <p>Protective for families at risk of family breakdown.</p> <p>Protects child, siblings or other family members from risk involved in staying at home.</p> <p>Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks.</p>
--	---

Template assessment grid, for use by schools and families:

Advantages of staying at home	Potential risks of staying at home

Potential risks of being at school	Potential advantages of being at school

--	--

Outcome of Assessment: Decision which best fits the best interests of the child			
School	Tick	Home	Tick
	<input type="checkbox"/>		<input type="checkbox"/>
Transport arrangements (if attending school)		Tick	Tick
Does the pupil receive transport assistance from the local authority?		<input type="checkbox"/>	<input type="checkbox"/>
Have you informed the Transport Department		<input type="checkbox"/>	<input type="checkbox"/>
Communication with Local Authority			
Have you informed <a href="mailto:senenquiries@croydon.gov.uk">senenquiries@croydon.gov.uk</a> (or child's EHC Co-ordinator, if known)		<input type="checkbox"/>	<input type="checkbox"/>
Have you informed Children's Social Care – allocated Social Worker		<input type="checkbox"/>	<input type="checkbox"/>