Shropshire Council

Policy document regarding the educational support and provision for 'vulnerable children' and collaborative working arrangements between Children Social Care and Education.

December 2020

Title	Policy document regarding the educational support and provision for 'vulnerable children' and collaborative working arrangements between Children Social Care and Education.
Purpose/scope	Working arrangements for vulnerable children during Covid pandemic
Lead author & contact details	Jeanette Hill and Christine Kerry
Date Established	December 2020
Date of Next Review	
Approver and date	Sonya Miller and Steve Compton Dec 2020

Context:

Schools and colleges welcomed back all children and young people from the start of the autumn term.

It is vital that children and young people remain in school and college for their:

- educational progress
- wellbeing
- wider development

School attendance is mandatory again. For parents and carers of children of compulsory school age, this means that the legal duty on parents to send their child to school regularly will apply.

Local restrictions

The government has made clear its commitment that education and childcare settings should continue to operate as normal during coronavirus (COVID-19). This remains the default position for all areas in all local restriction tiers.

Any restrictions on education would only be as a last resort and would only be initiated by central government. In all circumstances, in all settings, vulnerable children and young people and the children of critical workers should have access to full-time provision. Where circumstances relate to local restrictions, this is clearly set out in the Coronavirus (COVID-19) contingency framework for education and childcare settings.

The definition of vulnerable children and young people and critical workers is as follows:

Vulnerable children and young people

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child

- have an education, health and care (EHC) plan

- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:

- children and young people on the edge of receiving support from children's social care services

- adopted children, those at risk of becoming NEET ('not in employment, education or training')

- those living in temporary accommodation, those who are young carers

- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)

- others at the provider and local authority's discretion

Critical workers

Parents whose work is critical to the coronavirus (COVID-19) response include those who work in health and social care and in other key sectors outlined in the following sections.

Health and social care

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare

This includes:

- childcare

- support and teaching staff

- social workers

- specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

Key public services

This includes:

- those essential to the running of the justice system

- religious staff

- charities and workers delivering key frontline services

- those responsible for the management of the deceased

- journalists and broadcasters who are providing public service broadcasting

Local and national government

This only includes:

- those administrative occupations essential to the effective delivery of the coronavirus (COVID-19) response

- or delivering essential public services, such as the payment of benefits, including in government agencies and arms length bodies

Food and other necessary goods

This includes those involved in food:

- production

- processing

- distribution

- sale and delivery

- as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines)

Public safety and national security

This includes:

- police and support staff

- Ministry of Defence civilians

- contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak)

- fire and rescue service employees (including support staff)

- National Crime Agency staff

- those maintaining border security, prison and probation staff and other national security roles, including those overseas

Transport

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response, including those working on transport systems through which supply chains pass.

Utilities, communication and financial services

This includes:

- staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure)

- the oil, gas, electricity and water sectors (including sewerage)

- information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response

- key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services)

- postal services and delivery

- payments providers

- waste disposal sectors

https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

This policy includes the following arrangements:

Appendix 1 - Pupil isolation flow chart V1

This outlines the process to be taken and followed from the point a provider has a confirmed positive covid 19 case to ensure a child (ren) appropriate measures are taken to identify vulnerable children and to ensure appropriate support is offered during the period of isolation.

Appendix 2 - Exclusion and exploitation focus group terms of reference

This outlines the procedure around the collaborative multi agency working arrangements to ensure that:

- Children and young people are safe in school and in their community.

- Partners adopt a joined-up approach to working with Shropshire children who have been identified as being at risk of exclusion/exploitation.

- key projects/initiatives are agreed and actioned as a group to support children and young people at risk of Exclusion and Exploitation.

For purpose of this group – children and young people are those aged 5-16

Appendix 3 - COVID-19 school arrangements for Safeguarding and Child Protection

Appendix 4 - COVID-19 School Behaviour Policy: 18.5.20

Appendix 5 - Additional guidance for supporting children and young people with SEND

Appendix 6 - School safeguarding drop in session terms of reference

Appendix 7 - Safeguarding and Child protection guidance and protocol: Managing contact with pupils and families during covid 19 pandemic

Appendix 8 - A protocol for education professionals' visits to schools and early years settings

Appendix 9 - Social Worker Visits to Schools. Joint protocol (Children's Services and Education Access Service)
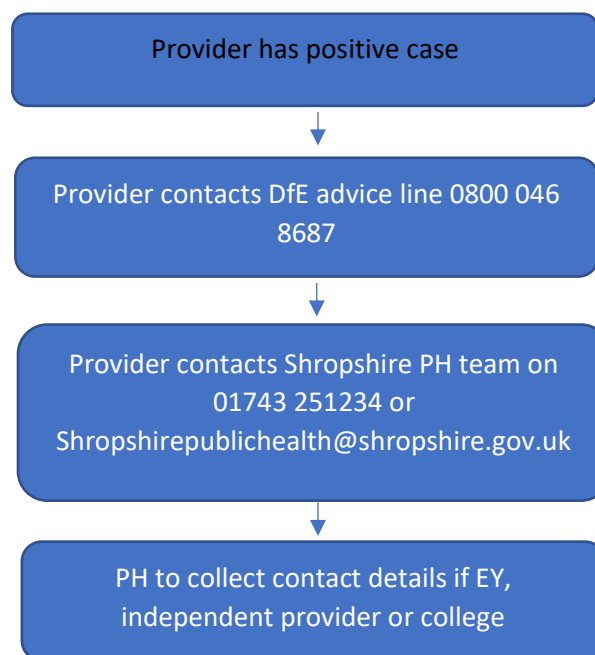
Appendix 10 - Education Access Service support plan: Children returning to school in September 2020

Appendix 11 - EDUCATION ACCESS SERVICE: COVID-19 STRATEGIC CONTINGENCY PLAN

Appendix 12 - Elective Home Education: Standard Operating Procedure - Compass

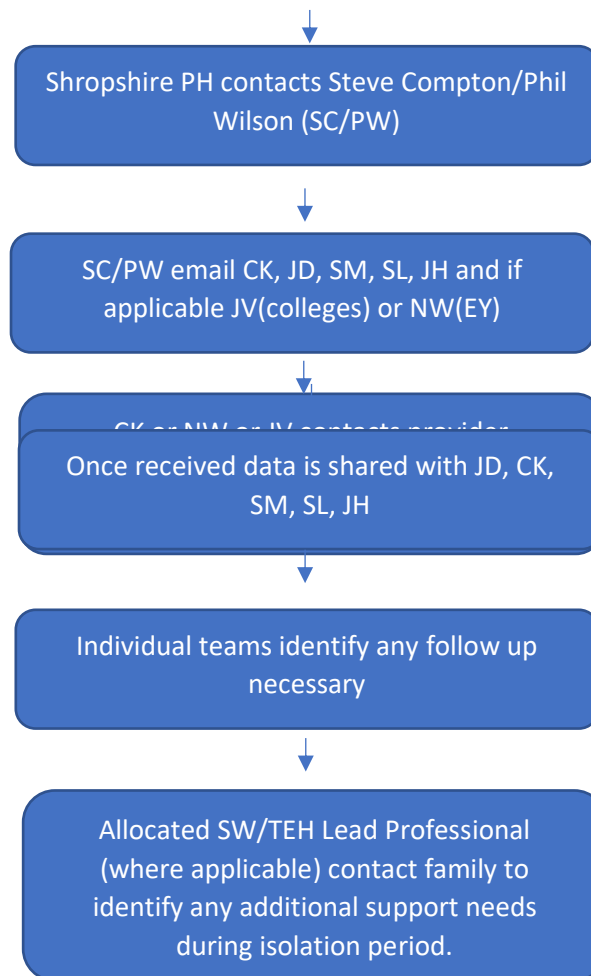Pupil isolation flow chart V1   Appendix 1

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┌─────────────────────────────────────┐
│      Provider has positive case      │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│ Provider contacts DfE advice line    │
│          0800 046 8687               │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│ Provider contacts Shropshire PH team │
│         on 01743 251234 or           │
│ Shropshirepublichealth@shropshire.gov.uk │
└─────────────────────────────────────┘
                    │
                    ▼
┌─────────────────────────────────────┐
│ PH to collect contact details if EY, │
│  independent provider or college     │
└─────────────────────────────────────┘
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10

Shropshire PH contacts Steve Compton/Phil Wilson (SC/PW)

SC/PW email CK, JD, SM, SL, JH and if applicable JV(colleges) or NW(EY)

CK or NW or JV contacts provider

Once received data is shared with JD, CK, SM, SL, JH

Individual teams identify any follow up necessary

Allocated SW/TEH Lead Professional (where applicable) contact family to identify any additional support needs during isolation period.

Table 1 - data

EY	School	Independent school	College
Names and DOB of all pupils and whether they are: CIN CP LAC EHCP EH Open to other social care	Names and DOB of all pupils and whether they are: CIN CP LAC EHCP EH Open to other social care	Name and DOB of any pupil who is: CIN CP LAC EHCP EH Open to other social care	Name and DOB of any pupil who is: CIN CP LAC EHCP EH Open to other social care

Appendix 2

EXCLUSION AND EXPLOITATION FOCUS GROUP TERMS OF REFERENCE

Purpose and Principles:

To work collaboratively across partner agencies to ensure that:

- Children and young people are safe in school and in their community.
- Partners adopt a joined-up approach to working with Shropshire children who have been identified as being at risk of exclusion/exploitation.
- key projects/initiatives are agreed and actioned as a group to support children and young people at risk of Exclusion and Exploitation.

For purpose of this group – children and young people are those aged 5-16

Key Outcomes (deliverables)

- Strategic group established **to identify and address issues** across the partnership that impact on young people in Shropshire who are at risk of exclusion and exploitation.
- **Early identification** of pupils at risk of exclusion from school and at risk of exploitation within their communities.
- Collaborative agency working with pupils, their families and schools to **protect children and young people** from exclusion/exploitation.
- The number of **fixed term and permanent exclusions are reduced.**
- **Agreed interventions are implemented and impact is measured.**

Accountability/Responsibility

- The Chair of the Exclusion and Exploitation focus group will report on their activity to the Education Access Service Manager who will represent Education at the Exploitation sub-group and the SSCP priority strategic partnership group.

Core Membership

Role /agency	Organisation
EAS safeguarding Officer and Chair	SC
Inclusion Officer	SC
Service Manager SEND	SC
Service Manager EAS	SC
Service Manger Compass	SC
Early Help Manager	SC

We Are With You – Operational lead	We are With You
CSE and missing Operational lead	SC
Commissioner for Drug & Alcohol Services	SC
Police Inspector	WM Police
Headteacher	Lakelands Academy
Licensing Officer	SC
Regulatory services Officer	SC
Strategic Asset Management	SC
Training and Development	SC
Youth Offending Service	
Public Health school nurse	Public health school nurse service

Expectations of Exclusion and Exploitation focus group members.

- Attend all meetings where possible and if unable to attend, please send apologies and offer an appropriate representative.
- Participate in and contribute to the Exploitation and Exclusion Focus group and complete agreed actions in a timely manner where possible.
- Offer professional challenge to colleagues where appropriate.
- Respect opinions and contributions from all other members in the group.

Conflicts of Interest

Conflicts of interest may arise where an individual's personal, professional or family interests' conflict with those of the Exclusion and Exploitation Focus group .At the commencement of meetings, members will be asked to declare potential conflicts of interest in any aspect of the agenda..

Frequency of meetings:
Agreed 6 weekly intervals.

Addendum: COVID-19 school arrangements for Safeguarding and Child Protection

21.05.20 TO BE REVIEWED IN LINE WITH GOVERNMENT GUIDANCE AND AS MORE PUPILS RETURN TO SCHOOL.

Supporting children in school	11
Peer on peer abuse	11
Supporting children's mental health and well-being	11

Purpose

This addendum must be unique to your school/setting and needs to reflect the practise within your school/setting. Keeping Children Safe in Education 2019 provides clarity that education settings should have their own individual safeguarding policy. Multi-Academy Trusts may have an overarching addendum policy, but each school must be able to include procedures and information that is particularly relevant to them. It is each settings responsibility to ensure their own policy is compliant with Keeping Children Safe in Education, Early Years Foundation Stage and Coronavirus (COVID-19): safeguarding in schools, colleges and other providers.

From 20th 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.

This addendum of the name of school/setting Child Protection and Safeguarding policy contains details of our individual safeguarding arrangements. We will follow Coronavirus (COVID-19): safeguarding in schools, colleges and other providers and regularly review as and when more pupils return to school.

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead			
Deputy Designated Lead			

Additional Contacts:
Add here those in roles such as pastoral, safeguarding link governor etc

What is the definition of vulnerable children in relation to this guidance?

Those who have a social worker including children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed vulnerable if they have been assessed as being in need or otherwise meet the definition in Section 17 of the Children Act 1989.

or

Those children where professionals are concerned that they may be at increased risk of significant harm if they are not in school; this could be due to contextual safeguarding issues or existing or new pressures within a family household.

1.Designated Safeguarding Lead

XXXXXXX school has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is:

The Deputy Designated Safeguarding Lead is:

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video, for example, when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection records and liaising with the offsite DSL (or deputy) and as required liaising with children's social care where they require access to children in need and/or to carry out statutory assessments.

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

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 or college. 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 or college site via school or college phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

2. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection & Safeguarding Policy.

If a member of staff cannot access children's safeguarding records from home, they should email the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

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

Our School recognises that there will be challenges as children start to return to school after lockdown. Xxxxxxxx School will ensure that there are opportunities for staff members to have conversations with children to discuss their experience of being at home during lockdown. The school recognise that some children will have been exposed to further abuse and neglect and will therefore provide opportunities to enable children to talk about any worries they may have. Xxxx School will do this by (you may want to insert examples of what you do e.g worry boxes, 1:1 conversations etc).

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: insert name here.

3. Safeguarding training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. (Shropshire will be delivering DSL update training from June 2020 so please remove this if this doesn't refer to you training status).

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 xxxxxx School, they will continue to be provided with a safeguarding induction.

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

The DSLs (and deputies) at xxxxxxxx School will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via Shropshire Safeguarding Community Partnerships, newsletters and professional advice groups (add in specifics to personalise).

4. 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, xxxx 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 identification checking to minimise the need for face-to-face contact.

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 all safer recruitment checks set out in Keeping Children Safe in Education 2019, including an enhanced DBS and children's barred list check
- the individual has been subject to relevant child protection training
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason the school or college have concerns about the individual, they may obtain a new check in the usual way.

Where xxxxx 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.

xxxxxxx 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.

xxxxxx 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

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, xxxxx school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

5. Managing contact with pupils and families

5.1 Assessment of risk

All vulnerable pupils should be identified by school/setting based on potential risk and gradings given to those pupils in order of priority: Red, Amber, Green.

Red – most risk of harm or neglect and fewest protective factors (would include those with a child protection plan/LAC/identified as being at risk of Criminal Exploitation/identified as being at risk of exposure to Domestic Abuse within the household)
Amber – a moderate risk of harm, but with some protective factors (would include those identified as 'Child in Need'; and those with a social worker)
Green– some concerns escalating or unmet needs; or have been red or amber and require monitoring.

These levels would be specific to your school and be based on factors that relate to those pupils within your catchment. You may not have any pupils who fall into the above categories (CP/CIN) but can still be graded using the above flagging system. You may also consider adding your pupils with SEND into these categories.

If a child has an allocated social worker, it is advised that you liaise with that person to ensure that they are aware of whether the child is attending school or not and to agree the level of contact required and how this is carried out.

Pupils can be moved between the categories, depending on the intelligence and information available to your setting. If schools need to close, risk factors may be higher and may warrant a higher grade than usual.

5.2 Suggested contact for vulnerable pupils

RED

- Daily email or other platforms such as ClassDojo, to all parents/carers to notify them of school updates and provide parents with information to signpost for support,
- plus a twice weekly phone call/virtual contact with parents to ascertain if any further support is required and to ascertain that the pupil is safe. Ideally, this would be undertaken by the Designated Safeguarding Lead but if this is not possible, then a Deputy DSL or member of the Senior Leadership Team would be appropriate.
- (Any information or intelligence to support that a child may be at potential risk, to be reported to the designated social worker)

AMBER

- Daily email or other platforms such as ClassDojo, to all parents to notify them of school updates and provide parents with information to signpost for support
- plus a weekly phone call to parents to ascertain if any further support is required and that the pupil is safe. Ideally, this would be undertaken by the Designated Safeguarding Lead but if this is not possible, then a Deputy DSL or member of the Senior Leadership Team would be appropriate
- (Any information or intelligence to support that a child may be at potential risk, to be reported to the designated social worker or FPOC)

GREEN

- Daily email or other platforms such as ClassDojo, to all parents to notify them of school updates and provide parents with information to signpost for support. No further contact required.

Schools may also wish to consider setting up a dedicated email address that is monitored by DSLs so that any can make contact if they have any worries or concerns relating to themselves or others.

5.3 Multi-agency safeguarding arrangements

For the most vulnerable pupils, staff should attend CP and CIN meetings where possible. These are currently being held remotely. If you are unable to attend, it is vital that a report is submitted.

Strategy meetings also continue to be held and DSLs should undertake their duties in the same way as before, but meetings will be held virtually.

For advice relating to reporting procedures, please refer to your school/setting Child Protection and Safeguarding Policy.

5.6 Conducting 'Virtual' contact with children and their families

All use of technology should continue to be in line with schools' e-safety policies.

A written record of all contact with vulnerable pupils and their parents/carers should be made and retained in accordance with current regulations. This record should include:

- Any concerns or worries raised by the child (speak directly to them.)
- Any concerns or worries raised by the parent/carer
- Summarise the situation as reported
- Note any actions that need to be undertaken
  When contact is made using telephones or social media platforms or apps, where possible, please use school equipment, rather than personal devices.

Please ensure that children and parents/carers are appropriately dressed and in a communal area of their home. No interaction should take place if the child is in a bedroom or bathroom.

Staff should be mindful of confidentiality and, under no circumstances, should they carry out any conversations in the presence of their own family members at home.

Staff should be appropriately dressed following the same dress code that is implemented in their usual workplace.

Staff need to be aware of their surroundings and what can be viewed in their home environment. If possible, they should use the background 'dimming' facility on video links.

In the same way as home visits, if there are concerns around sole contact with a child or parent/carer, schools could consider having joint contact through call conferencing facilities.

6. School 'attendance' and engagement

If a child is expected to attend school but does not arrive, normal procedures should be followed.

If school staff are not able to make contact with the parent/carer, keep trying for the rest of the school day. Follow usual Education Welfare procedures for children not in school and alert the DSL if you are a deputy DSL.

If children are being cared for and educated at home and routine contact is not maintained or a parent/carer does not engage, you should take all reasonable steps to speak to the parent/carer. If this is not successful, please inform the School's assigned Education Welfare Officer.

Education Welfare Officers will be in regular contact with schools to monitor engagement with distance learning arrangements and to review the attendance of vulnerable children.

Schools and colleges should continue to notify social workers where children with a social worker do not attend. They should also continue to follow non -attendance procedures with any parent or carer whose child has been expected to attend and doesn't. To support the above, schools and colleges should take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Parents and carers will not be penalised if their child does not attend educational provision. Section 444(1) and 1(A) of the Education 1996 has been disapplied and will be reviewed on 31st May 2020.

Schools and colleges should resume taking their 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.

If you have concerns of significant harm report to the named Social Worker or contact FPOC on 0345 6789021. If you feel the child is at risk of immediate harm report to police. For non-urgent welfare concerns, with parental consent, you can email the MARF to compass.referrals@shropshire.gov.uk

7. Online safety in xxxxxx School

xxxxxx 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 xxxxxx 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 & Safeguarding 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 school's code of conduct.

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

The principles set out in the [guidance for safer working practice for those working with children and young people in education settings](#) published by the Safer Recruitment Consortium will be referred to in order to help schools and colleges satisfy themselves that their staff behaviour policies are robust and effective.

There is no expectation that teachers should live stream or provide pre-recorded videos. Schools and colleges should consider the approaches that best suit the needs of their children and staff. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example not bedrooms and if possible the background should be blurred
- Any live classes 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 specified by senior managers and approved by our IT network manager/provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Staff will only use work email addresses to communicate with others for professional communications. They will use established portals for sharing work and communicating, for example, ClassDoJo and Show my Homework (personalise here).

As more children return it will be important that schools and colleges continue to provide a safe online environment for those who remain at home. (Give examples of how you are doing this e.g. NSPCC updates being sent to parents, newsletter being sent via online platform to remind parents to monitor childrens online usage etc).

We signpost parents/carers to the following websites for advice and guidance. (Please add to or delete those that you do not use):

- Thinkuknow
- Parent info
- Childnet
- Internet Matters
- Net-aware
- Let's Talk About It
- UK Safer Internet Centre
- support for parents and carers to keep children safe from online harms

You may also want to give examples of websites that you are using to support your governing body/proprietors to assure themselves that any new arrangements continue to effectively safeguard children online e.g.

UK Council for Internet Safety
vulnerable children in a digital world-report
UK Safer Internet Centre's professional online safety helpline
NSPCC Learning website.

Schools and colleges should consider who in their institution has the technical knowledge to maintain safe IT arrangements. Schools and colleges should also consider what their contingency arrangements are if their IT staff become unavailable.

8. Supporting children in school (you can reference the risk assessments that you will completing for Health and Safety here)

XXXXXX School is committed to ensuring the safety and well-being of all its students.

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

XXXXX School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

XXXXX 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 the child's safeguarding file.

XXXXX School will update the current Behaviour policy with an addendum
for use during the arrangements for education of students in school during the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Peer-on-Peer Abuse Policy. (A suggested template provided by Shropshire Education Access Service has been circulated for your consideration)

9.Peer-on-peer Abuse

XXXXX 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 the Child Protection & Safeguarding policy.

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

Concerns and actions must be recorded on the child's safeguarding record and appropriate referrals made.

10. Supporting children's mental health and well-being

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, schools and colleges should ensure appropriate support is in place for them.

DfE guidance on mental health and behaviour in schools will be used to help with identifying 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. Xxxx School will support children by (please give some examples here) and may use Targeted Early Help services to support some pupils. Some pupils who may be still at home will be supported over the phone.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work. The department has provided separate guidance on remote education practices during the coronavirus outbreak.

For further information please contact:

Jane Parsons jane.parsons@shropshire.gov.uk or Caroline Ewels caroline.ewels@shropshire.gov.uk

If your query relates to Early Years settings, please contact Fiona Purslow fiona.purslow@shropshire.gov.uk

Appendix 4

Addendum: COVID-19 School Behaviour Policy 18.5.20

This addendum to the Behaviour Policy of XXXXXXXX School is for use during the arrangements for education of students in school during the Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the Behaviour Policy, Anti-Bullying Policy, E-Safety Policy and Peer-on-Peer Abuse Policy.

TO BE REVIEWED IN LINE WITH

GOVERNMENT GUIDANCE

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Purpose.

On Thursday 14th May, 2020, the Department for Education published updated guidance for Preparing for the wider opening of schools from 1 June. https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles

This addendum of name of school/setting behaviour policy contains details of our individual arrangements. We will follow Department for Education guidance to inform development of school policies as required (Coronavirus (COVID-19): guidance and support)

1. Pupil Code of Conduct

Pupils are expected to:

- Arrive to and depart from school premises at the agreed time. (Adults should maintain a two-metre distance to other families when dropping off or collecting their children from xxxxxxxx school/setting)

- Wash hands thoroughly before entering school premises and while in school, wash their hands for at least 20 seconds more often than usual with soap and water or hand sanitiser.
- Remain in their designated seating within the classroom during lesson time.
- Keep a safe distance from other pupils and refrain from physical contact with their peers.
- Maintain healthy practise when coughing or sneezing - The main principal is to '**Catch it**, **Bin it**, **Kill it**': cover any cough or sneeze with a tissue, then throw the tissue in a **bin**. Wash hands often with soap and water for at least 20 seconds and avoiding touching the mouth, nose and eyes with hands.
- Adhere to rules in relation to toilet visits and pre-arranged playtime activities.
- Refrain from spitting or coughing at or towards other pupils and members of staff.
- Maintain responsibility for their own equipment e.g. stationery and water bottles and ensure that these are not shared with other pupils.
- Tell a member of staff if they are unwell and are exhibiting signs of Coronavirus.

2. **Sanctions for unsafe behaviour during the partial closure (this could include not following instructions for social distancing)**
    .
- Conversation(s) with pupil(s) which could include a verbal warning, moving seats if logistically possible and other behaviour management strategies in line with current behaviour policy.
- Once all appropriate behaviour management strategies have been exhausted, contact should be made with pupil's parent/carer.
- If the health and safety of other pupils and staff members are put at risk by the pupils not adhering to social distancing measures, then the parent/carer will be expected to collect the pupil and a fixed term exclusion will be applied in line with Exclusion guidance. [Exclusion from maintained schools, academies and pupil referral units in England](#) *Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.*

3. **Pupils with Special Educational Needs**

   School acknowledges that children will have had a range of different experiences during the lockdown period which may have an impact on their behaviour presentation upon return to school. Some may present with frustration as a result of being isolated from friends or having missed a significant event or experience; eg. exams, school trip, etc. Others may have experienced bereavement or loss or

another, real or perceived, traumatic episode. For many, the process of re-engagement with learning and the school community, under unusual circumstances, may require some additional input and encouragement.

As a result of these varied experiences children may present with behaviour that is not usual, this may include;
- Anxiety; lack of confidence
- Challenging behaviour; fight or flight response
- Anger; shouting, crying
- Hyperactivity and difficulties maintaining attention

For some children, including those with attachment concerns or SEN, and especially those with autism, the change in routines and lack of familiarity will require additional adjustment.

School recognises that behaviour could be a sign that for some individual children there is an unfulfilled need and that the behaviour is communicating that there is a problem. The school will undertake an individual risk assessment for the child and use ***reasonable endeavours*** to make the necessary adjustments to reduce the stimulus that may be triggering the challenging response.

Children with SEN are recognised as being particularly vulnerable and therefore have an urgent need to be re-integrated back into school as soon as reasonably possible. School will work closely with parents to implement supportive strategies that will inform an appropriate response. If necessary school will seek external support from other agencies such as Educational Psychologists or Early Help.
The head teacher and governing board must have regard to the SEND Code of Practice and the Equality Act.

For further information, please contact the Inclusion team Inclusion@shropshire.gov.uk

Additional guidance for supporting children and young people with SEND

A summary of key points for the consideration of School Leaders and SENCo's taken from the DfE guidance issued in 2nd July 2020
A copy of the guidance can be accessed through the following link;

https://www.gov.uk/government/publications/guidance-for-full-opening-special-schools-and-other-specialist-settings/guidance-for-full-opening-special-schools-and-other-specialist-settings

For Children with SEN...

What does the guidance say about…?	The DfE guidance states…
Co-production and communication	"Whether individual risk assessments are used to help plan for the autumn term or not, **education settings should, in the spirit of coproduction, contact parents and involve them in planning for their child's return to their setting from September. They should also contact and involve young people over 16 who have EHC plans**. That might include visits to the setting, social stories, and other approaches that specialist settings normally use to enable a child or young person with SEND, who has spent some time out of education, to return to full provision."
Changes to legislation	"Since May, as a result of the pandemic, it has been necessary to modify Section 42 of the Children and Families Act 2014 so that local authorities and health commissioners must use their 'reasonable endeavours' to secure or arrange the specified special educational/ health care provision in EHC plans. We are committed to removing these flexibilities as soon as possible so that children and young people can receive the support they need to return to school. As such, unless the evidence changes, we will not be issuing further national notices to modify the EHC duties, but will consider whether any such flexibilities may be required locally to respond to outbreaks." **The use of reasonable endeavours will cease at the end of July. From September, children and young people should expect to receive the provision as identified within their EHCP.**
Accessing specialist support	"**Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual**. Supply teachers, peripatetic teachers or other temporary staff can move between settings. They should ensure they minimise contact and maintain as much distance as possible from other staff. **A record should be kept of all visitors**."
Dual placement; eg access to TMSS	"Where a child or young person routinely attends more than one setting on a part time basis, for example because they are dual registered at a mainstream school and a special setting, the settings should work through the system of controls collaboratively, enabling them to address any risks identified and allowing them to jointly deliver a broad and balanced curriculum for the child or young person. **Pupils should be able to continue attending both settings.** While some adjustment to

	arrangements may be required, pupils in this situation should not be isolated as a solution to the risk of greater contact."
Use of PPE in settings	"The majority of staff in education settings will not require PPE beyond what they would normally need for their work. PPE is only needed in a very small number of cases, including: • where an individual child or young person becomes ill with coronavirus (COVID-19) symptoms while at schools, and only then if a distance of 2 metres cannot be maintained • where a child or young person already has routine intimate care needs that involves the use of PPE, in which case the same PPE should continue to be used **When working with children and young people who cough, spit or vomit but do not have coronavirus (COVID-19) symptoms, only any PPE that would be routinely worn, should be worn."**
Pupils who are unable to attend; eg shielding	"We now know much more about coronavirus (COVID-19) and so in future, there will be far fewer children and young people advised to shield whenever community transmission rates are high. Therefore, **the majority of pupils and students will be able to return to school."** "Where a pupil is unable to attend their setting because they are complying with clinical or public health advice, we expect settings to be **able to immediately offer them access to remote education.** Settings should monitor engagement with this activity."
Supporting pupils and parents who may be highly anxious	"If parents of pupils with significant risk factors are concerned, we recommend settings discuss their concerns **and provide reassurance of the measures they are putting in place to reduce the risk in school**. Settings should be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies." "We recognise that **some children and young people with EHC plans will need preparation for their return to full provision**. This might include, for instance, visits to

	the setting, social stories, and any other approaches that settings and local authorities would normally use to enable a child or young person with SEND who has spent some time out of education, to return to full time attendance."
Extending provision set out in an EHCP	"We do not anticipate that children and young people will need to repeat a year of educational provision as a consequence of the coronavirus outbreak. This also applies to those with EHC Plans. Similarly, **we do not anticipate that young people will need to remain in education any longer than originally set out in their EHC Plan**. However, in a small number of individual cases it may be appropriate for a child or young person to extend their current educational provision or have their EHC plan extended. In most cases this would consist of an individualised programme for a term or half term. **In all circumstances, this would need to be decided by the local authority, following a review of the child or young person's needs and EHC plan**."
Support, training and advice	"The **Whole School SEND consortium** will be delivering some training and 'how-tos' for mainstream school teachers (including **free insets and webinars**) on **supporting pupils with SEND to return to their mainstream school** after the long absence, and on transition to other settings. Details of future training sessions are held on the events page of the SEND Gateway. You can opt to join Whole School SEND's Community of Practice when you sign up for an event to receive notifications about future training and resources as they are published" "**Oak National Academy specialist content for pupils with SEND.** This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for the next academic year will include an expanded range of content for the specialist sector. In addition to this, we are helping parents to support learning at home, including by publishing a list of online learning resources for children with SEND."

Behaviour Expectations	"Settings should consider updating their behaviour policies with any new rules or policies, and consider how to communicate rules or policies clearly and consistently to staff, pupils and parents, setting clear, reasonable and proportionate expectations of pupil behaviour." "All education settings have a statutory duty under equalities legislation to make reasonable adjustments for disabled children. Many children and young people will have found lockdown exceptionally difficult socially and emotionally. Settings should consider any challenging behaviours or social or emotional challenges arising as a response to the lockdown and offer additional support and phased returns where needed." "Some children and young people with SEND (whether with EHC plans or on SEN support) will need specific help and preparation for the changes to routine that these measures will involve, so staff should plan to meet these needs, for example using social stories" **It is recommended that school leaders read the whole section on 'Behaviour Expectations'.**

SCHOOL SAFEGUARDING DROP IN SESSION TERMS OF REFERENCE

Purpose and Principles:

To work collaboratively across partner agencies to ensure that:

- Safeguarding information is shared widely between agencies, schools and Early Years settings.
- Partners adopt a joined-up approach to working with Shropshire children to ensure they are safeguarded.
- There is a secure and confidential platform for professionals to provide service updates and key messages to partner agencies.

Key Outcomes (deliverables)

- Collaborative multi-agency working.
- Sharing good practice with colleagues.
- Sharing specialist knowledge with colleagues.
- Ensuring that schools and Early Years settings are updated with current safeguarding information, to include that specific to Covid 19.

Accountability/Responsibility

- The Chair of the School safeguarding drop in group will report on their activity to the Safeguarding & COVID-19 Partnership.

Core Membership – delegates from:

- Safeguarding - Early Years (Education Improvement Service)
- Safeguarding - Schools (Education Access Service)
- Social Care
- Early Help
- Public health Children and young people's team
- MPFT (Midlands's Partnership Foundation Trust)
- Public Health School Nurse service
- SEN team
- Education Psychology service
- Operation Encompass
- Education Access Service

Expectations School safeguarding drop in delegates

- Attend all meetings where possible and if unable to attend, please send apologies and offer an appropriate representative.
- Participate in and contribute to the School safeguarding drop in group discussion.
- Respect opinions and contributions from all other members in the group.

Conflicts of Interest

Conflicts of interest may arise where an individual's personal, professional or family interests' conflict with those of the School safeguarding drop in sessions. At the commencement of sessions, members will be asked to declare potential conflicts of interest in any aspect of the agenda..

Frequency of meetings:
Alternate weeks – Wednesday 1-2pm

Appendix 7

SAFEGUARDING AND
CHILD PROTECTION GUIDANCE AND PROTOCOL :
MANAGING CONTACT WITH PUPILS AND FAMILIES DURING COVID 19 PANDEMIC.

25.03.20 TO BE REVIEWED IN LINE WITH GOVERNMENT GUIDANCE.

1. What is the definition of vulnerable children in relation to this guidance?

Those who have a social worker including 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.

or

Those children where professionals are concerned that they may be at increased risk of significant harm if they are not in school; this could be due to contextual safeguarding issues or existing or new pressures within a family household.

2. Assessment of risk

All vulnerable pupils should be identified by school/setting based on potential risk and gradings given to those pupils in order of priority: Red, Amber, Green.

Red – most risk of harm or neglect and fewest protective factors (would include those with a child protection plan/LAC/identified as being at risk of Criminal Exploitation/identified as being at risk of exposure to Domestic Abuse within the household)

Amber – a moderate risk of harm, but with some protective factors (would include those identified as 'Child in Need'; and those with a social worker)

Green– some concerns escalating or unmet needs; or have been red or amber and require monitoring.

These levels would be specific to your school and be based on factors that relate to those pupils within your catchment. You may not have any pupils who fall into the above categories (CP/CIN) but can still be graded using the above flagging system. You may also consider adding your pupils with SEND into these categories.

If a child has an allocated social worker, it is advised that you liaise with that person to ensure that they are aware of whether the child is attending school or not and to agree the level of contact required and how this is carried out.

Pupils can be moved between the categories, depending on the intelligence and information available to your setting. If schools need to close, risk factors may be higher and may warrant a higher grade than usual.

3. Suggested contact for vulnerable pupils

RED

- Daily email or other platforms such as ClassDojo, to all parents/carers to notify them of school updates and provide parents with information to signpost for support,

- plus a twice weekly phone call/virtual contact with parents to ascertain if any further support is required and to ascertain that the pupil is safe. Ideally, this would be undertaken by the Designated Safeguarding Lead but if this is not possible, then a Deputy DSL or member of the Senior Leadership Team would be appropriate.

- (Any information or intelligence to support that a child may be at potential risk, to be reported to the designated social worker)

AMBER

- Daily email or other platforms such as ClassDojo, to all parents to notify them of school updates and provide parents with information to signpost for support

- plus a weekly phone call to parents to ascertain if any further support is required and that the pupil is safe. Ideally, this would be undertaken by the Designated Safeguarding Lead but if this is not possible, then a Deputy DSL or member of the Senior Leadership Team would be appropriate

- (Any information or intelligence to support that a child may be at potential risk, to be reported to the designated social worker or FPOC)

GREEN

- Daily email or other platforms such as ClassDojo, to all parents to notify them of school updates and provide parents with information to signpost for support. No further contact required.

Schools may also wish to consider setting up a dedicated email address that is monitored by DSLs so that any can make contact if they have any worries or concerns relating to themselves or others.

4. Multi-agency safeguarding arrangements

For the most vulnerable pupils, staff should attend CP and CIN meetings where possible. These are currently being held remotely. If you are unable to attend, it is vital that a report is submitted.

Strategy meetings also continue to be held and DSLs should undertake their duties in the same way as before, but meetings will be held virtually.

For advice relating to reporting procedures, please refer to your school/setting Child Protection and Safeguarding Policy.

5. Conducting 'Virtual' contact with children and their families

All use of technology should continue to be in line with schools' e-safety policies.

A written record of all contact with vulnerable pupils and their parents/carers should be made and retained in accordance with current regulations. This record should include:

•   Any concerns or worries raised by the child (speak directly to them.)

•   Any concerns or worries raised by the parent/carer

•   Summarise the situation as reported

•   Note any actions that need to be undertaken

When contact is made using telephones or social media platforms or apps, where possible, please use school equipment, rather than personal devices.

Please ensure that children and parents/carers are appropriately dressed and in a communal area of their home. No interaction should take place if the child is in a bedroom or bathroom.

Staff should be mindful of confidentiality and, under no circumstances, should they carry out any conversations in the presence of their own family members at home.

Staff should be appropriately dressed following the same dress code that is implemented in their usual workplace.

Staff need to be aware of their surroundings and what can be viewed in their home environment. If possible, they should use the background 'dimming' facility on video links.

In the same way as home visits, if there are concerns around sole contact with a child or parent/carer, schools could consider having joint contact through call conferencing facilities.

6. School 'attendance' and engagement

If a child is expected to attend school but does not arrive, normal procedures should be followed.

If school staff are not able to make contact with the parent/carer, keep trying for the rest of the school day. Follow usual Education Welfare procedures for children not in school and alert the DSL if you are a deputy DSL.

If children are being cared for and educated at home and routine contact is not maintained or a parent/carer does not engage, you should take all reasonable steps to speak to the parent/carer. If this is not successful, please inform the School's assigned Education Welfare Officer.

Education Welfare Officers will be in regular contact with schools to monitor engagement with distance learning arrangements and to review the attendance of vulnerable children.

If you have concerns of significant harm report to the named Social Worker or contact FPOC on 0345 6789021. If you feel the child is at risk of immediate harm report to police. For non-urgent welfare concerns, with parental consent, you can email the MARF to compass.referrals@shropshire.gov.uk

For further information please contact:

Jane Parsons jane.parsons@shropshire.gov.uk or Caroline Ewels caroline.ewels@shropshire.gov.uk

If your query relates to Early Years settings, please contact Fiona Purslow fiona.purslow@shropshire.gov.uk

A protocol for education professionals' visits to schools and early years settings

Aim of Protocol

This protocol clarifies which visits may take place to schools and settings and establishes how these may take place. It aims to reduce/minimise the risk of spread of infection (Covid-19) to staff, children and professionals, whilst the pandemic continues.

Personnel covered by this protocol

The protocol covers those directly employed by Shropshire Council in Learning and Skills which would include all SEND services. The protocol should also apply to those who are either commissioned in to provide such services or those who provide such services directly to schools.

SEND legislation

"From 1 May to 31 July, Section 42 of the Children and Families Act 2014 was modified by a notice issued under the Coronavirus Act 2020. Local authorities and health commissioners were required to use their 'reasonable endeavours' to secure or arrange the specified special educational and health care provision within EHC plans. To ensure that children and young people receive the support they need to return to school, we will not be issuing further notices to modify this duty unless the evidence changes. Our focus is now on supporting local authorities, health commissioning bodies and education settings to restore full provision for all children and young people with EHC plans."

Safeguarding

Attention should be drawn to the notion that safeguarding needs of pupils should take priority over all other considerations.

The role of whole school/settings risk assessments

All schools and settings will have completed an establishment wide risk assessment that identifies the risk factors associated with COVID19 and the steps taken to mitigate the risks. The risk assessment has a key role to play in ensuring that any visit by an external professional is safe. The risk assessment has a role to play in identifying the safe conditions for visits to take place. Professionals must work with schools and settings to identify the safe conditions of any visit.

Essential versus non-essential visits

While school visits should be kept to a minimum there will be staff who need to visit schools and pupils to meet statutory needs. This is partly determined by the ending of best endeavours as outlined on the previous page. It is therefore essential that schools

accommodate visits by professionals who perform a statutory role particularly in meeting EHCP requirements and other diagnostic visits. These will include, but are not limited to, Educational Psychologists for assessments, SSLIC and health professionals.

Professionals should only seek to arrange visits which are deemed essential. Technology such as Microsoft Teams should be used where visits are non-essential and virtual meetings should be seen as the preferred communication channel.

School and setting staff may have need to invite staff in (eg staff training). This would be deemed non-essential but could take place upon invitation by the school. The key difference is that in such circumstances it would be the school organising the non-essential visit not the professional.

Visiting professionals and schools should adopt the broad principle that working with children is likely to be an essential visits while working with staff is likely to be a non-essential visit that could take place remotely.

We would ask schools and visiting professionals to contact the LA if there are difficulties in allowing essential visits to take place.

Expectation of school/setting when professionals attends to visit:

Schools/settings should

- Make the professional aware in advance of measures in place in the school/setting to support social distancing
- Agree the purpose of the visit
- Agree and arrange rooming and furniture. This space will be cleaned in line with Department for Education guidance and seating will be arranged to allow for social distancing. All education, childcare and children's social care settings should follow the Public Health England (PHE) guidance on cleaning for non-healthcare settings.
- Ensure that the professional is escorted to any room used.
- Promote social distancing in line with Government guidance
- Ensure that the professional has access to a toilet and hand washing facilities
- Make hand sanitizer available on entry and exit
- Check identification but avoid touching any identification
- Issue a disposable visitor badge or one that has been sanitized before issue. Where possible visitors should display their own badge.
- Ask for confirmation that visitors understand all protocols and routines that are in place.

Expectation of visiting professional when attending an Early Years/Educational setting to visit

Visiting professionals are expected to:

- Plan and agree the visit to the staff member/child in advance so that safe arrangements can be put in place for the visit. This includes agreeing the specific room to be used, the duration and the staff required.
- Only visit by invitation unless meeting in person is essential.
- Ensure that the method of informing parents of the visit is agreed.
- Report to the main reception first and not enter the school via any other entrance.
- Acquaint themselves with the school's required procedures.
- Visit only the agreed areas of the school including only the agreed toilet and handwashing facilities
- Follow government guidelines on social distancing and hygiene procedures at all times.
- Where possible and appropriate work away from main bubbles of children.
- Where possible, endeavour to do only one school/setting visit in a day. For some professionals this will not be possible and they should notify the subsequent school(s) that they have visited other schools.
- Use PPE provided by their employer and not the educational setting. In most cases it is unlikely that PPE is required unless close physical contact is required. Staff handing resources might need to wear gloves if advised by their line manager.
- Ensure they use hand sanitiser on arrival to the educational setting and again on departure.
- Show/display identification as normal.
- Sign into the visitor's book or sign in electronically, they will ensure they use their own pen.
- Use their own resources and not ask to borrow any resources from the school.

Informing parents of a visit to a child

Parents should be informed of all visits to a child clarify. If the visit is part of a sequence of visits then 1 communication with parents would suffice.

Pupils who demonstrate difficult or dangerous behaviour or are unable to follow protective measures in schools

The government recognises that "some children and young people with special educational needs present behaviours that are challenging to manage in the current context, such as spitting uncontrollably. It will be impossible to provide the care that some children and young people need without close hands-on contact. In these circumstances, staff should minimise close contact

wherever possible, increase hand-washing and other hygiene measures and clean surfaces more regularly and maintain existing routine use of personal protective equipment." (this refers to e.g. gloves that would normally be used when working with that child, not additional PPE).

Children with special educational needs may not be able to understand the need for social distancing and may also seek close interaction with their peers or adults to provide reassurance at a period of disruption to their routines. Schools/settings will have carried out individual risk assessments to manage this situation and visiting staff should familiarise themselves with this information.

Social worker visits

A separate protocol is in place for social worker visits that outlines the requirements of the Childrens Act 1989 in terms of statutory responsibilities.

Authors:

This is a joint protocol created by EAS, EIS and SEND teams at Shropshire Council.

Social Worker Visits to Schools

Joint protocol (Children's Services and Education Access Service)

The Children Act 1989 requires local authorities to give due regard to a child's wishes when determining what services to provide under section 17 and before making decisions about action to be taken to protect individual children under section 47. These duties complement requirements relating to the wishes and feelings of children who are, or may be, looked-after (section 22(4)), including those who are provided with accommodation under section 20 and children taken into police protection (section 46(3)(d))

Working Together to Safeguard Children (2018) states, that good quality assessments, should:

'involve children, ensuring that their voice is heard and provide appropriate support to enable this where the child has specific communication needs…Following acceptance of a referral by the local authority children's social care, a social worker should lead a multi-agency assessment under section 17 of the Children Act 1989. Local authorities have a duty to ascertain the child's wishes and feelings and take account of them when planning the provision of services'.

Aim of Protocol

This Protocol sets out the expectations for both Early Years and Educational settings and Social Workers, in relation to Social Worker (including Social Care staff) visits to children in educational establishments. It aims to reduce/minimise the risk of spread of infection (Covid-19) to staff, children and Social Workers/visitors, whilst the pandemic continues.

School/Educational setting

Being at an early years setting, school or college can be an important lifeline for many vulnerable children and young people, particularly where their needs cannot be met safely at home.

Education providers, social workers, local authorities and other professionals will want to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people (whether they are attending provision, or not attending for an agreed or non-agreed reason).

Guidance states that critical workers who can access Schools and Educational settings includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Expectation of School/Educational setting when Social Worker/visitor attends to visit a child:

- All Social Workers/visitors must report to the main reception first and not enter the school via any other entrance.
- Social workers/visitors to wear a face covering on entry and when moving around school premises.
- School/setting should promote social distancing in line with Government guidance.
- School/setting should make hand sanitiser available on entry into the school premises.
- All Social Workers/visitors will be introduced to a member of the office staff and be asked to sign into the visitor's book or sign in electronically (the use of a shared pen is not recommended).

- If there are any concerns in relation to the validity of the Social Worker's/visitor's identification school staff should seek to confirm this with the employing agency.
- A member of the office staff will issue each Social Worker/visitor with a disposable visitor's badge.
- A member of the office staff will also provide the Social Worker/visitor with a copy of the 'Visitors Safeguarding Guidance'.
- All Social Workers/visitors should be accompanied by a member of staff. Visitors should not be alone with pupils unless this is a legitimate part of their role for example a social worker seeing a child and the school has assured the visitor's employers have confirmed that their staff have appropriate DBS checks.
- The member of the office staff will then show the Social Worker/visitor where the toilet facilities are and where mobile phones and other valuables can be safely stored.
- Social Workers/visitors will then be escorted to their point of contact or their point of contact will be asked to come to reception.
- School/setting will provide an allocated space for the Social Worker to meet with the pupil/young person with whom the visit has been arranged. This space will be cleaned in line with Department for Education guidance and seating will be arranged to allow for social distancing. All education, childcare and children's social care settings should follow the Public Health England (PHE) guidance on cleaning for non-healthcare settings.
- On departing the school, visitors should leave via the school office, sign out of the visitor's book and return their visitor's badge for disposal.

Shropshire Council staff

Shropshire Council staff who visit schools and who have unsupervised contact with children will have had an appropriate DBS check conducted by their employing service. If the nature of their work requires it, the service will also have applied the requirements of the Childcare Disqualification regulations.

In these circumstances the statutory guidance says: 'Schools and colleges must obtain written notification from any agency, or third-party organisation they use that the organisation has carried out the checks (in respect of the enhanced DBS certificate that written notification has been received that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at the school or college that the school or college

would otherwise perform. Where the position requires a barred list check this must be obtained, by the agency or third-party prior to appointing that individual. The school must also check that the person presenting themselves for work is the same person on whom the checks have been made.' This guidance can be regarded by schools as the 'written notification' required by the guidance.

An example template of written notification is included at Appendix 1.

Schools will, of course, need to see identification from Social Workers/visitors to confirm that they do indeed work for Shropshire Council. All Shropshire Council staff visiting schools carry photo identification.

Expectation of Social Worker/visitor when attending an Early Years/Educational setting to visit a child:

- All Social Workers/visitors must plan the visit to the child in advance so that safe arrangements can be put in place for the visit.
- Social workers/visitors to wear a face covering on entry and when moving around school premises.
- All Social Workers/visitors must report to the main reception first and not enter the school via any other entrance.
- The Social Worker/visitor to ensure adherence to social distancing at all times, if this is not possible then guidance around the use of PPE should be adhered to.
- Provision of PPE for the use of the Social Worker/visitor is the responsibility of the Social Worker/visitor NOT the educational setting.
- Social Worker/visitor should ensure they use hand sanitiser on arrival to the educational setting and again on departure, if hand washing facilities are not available.
- All Social Workers/visitors should sign into the visitor's book or sign in electronically, they will ensure they use their own pen.
- Social Worker/visitor to ensure they display their ID badge where it is visible.
- Social Worker/visitor to ensure they go to and from their designated space for the visit and will not wander around the school.
- Social Worker to ensure they have available their own pens, paper and any other materials/items required in the visit.

- On departing the school, Social Worker/Visitor to sign out and to leave their visitor's badge if issued.

Authors:

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To be reviewed Jan 2021

**EDUCATION ACCESS SERVICE SUPPORT PLAN
CHILDREN RETURNING TO SCHOOL IN SEPTEMBER 2020
V1 June 2020**

As a consequence of COVID-19 restrictions, there have been children and young people who have become 'invisible' to local authorities because they are not in school. Instead, they are living with greater risks of neglect, poor mental health and/or exposure to drug/alcohol misuse, online grooming and sexual or criminal exploitation by county lines gangs. Although schools and the LA have endeavoured to provide places to all vulnerable children during lockdown, there are many who have not accessed educational provision, and this is a concern. The Education Access Service team have maintained contact with vulnerable learners and taken on new referrals, with home visits taking place within the constraints of social distancing guidelines. The team has also closely collaborated with CSC and Early Help teams to ensure appropriate monitoring of vulnerable children and young people.

The government has stated its intention to have all children return to school in September 2020. This will present challenges, both in terms of practical arrangements such as staffing and hygiene practices, but also around tackling the reinstatement of the routines and boundaries of school attendance.

Currently, the Section 441 and 441A of the Education Act 1996 has been disapplied (until 30 June 2020), which means that no enforcement action can be taken to ensure a child attends school regularly. Schools and LAs are told to 'strongly encourage' parents to send their children to school.

If this approach still applies in September 2020, this will present significant challenges to bringing some children back into school. We work with a cohort of families who would not send their children into school if they had a choice; these parents/carers would also not provide a suitable education 'otherwise' (EHE). EAS support these children through structured statutory interventions when all other supportive measures have been exhausted and, as a last resort, may issue Penalty Notices or issue court proceedings.

In addition to those children who had attendance issues prior to the Covid-19 pandemic and lockdown, we can anticipate that there will be a number of children and young people who will struggle to return to school for various reasons. We must start to support these children now so that they can successfully return to school in September 2020.

Potential issues and barriers children, young people and families may face:

- Mental health, even the most resilient children will have been affected to some degree by being at home for such a prolonged period of time. There may have been reduced access to services and existing conditions or issues may have been exacerbated by lockdown

- Anxiety over safety of school setting

- Pupils in standard transition year groups may require additional support due to missing out on transition activities in the summer term

- Gaps in learning; there are variations in what has been offered by schools in terms of structured learning at home. Lack of access to electronic devices or limited access due to sharing devices with siblings

- Admission to school

- Cultural views, we know that GRT families are very reluctant to send their children into school because of Covid. This also applies to our Syrian Refugee families who will need much support to build confidence and trust so that their children will return

- Poor bedtime routines

- Poor diet and lack of exercise

- Excessive screen time during lockdown

- Isolation – limited opportunities to talk about concerns or worries

- Financial – may not be able to afford school uniform of meals

- Increase in challenging behaviour as a manifestation of anxiety and distress, could lead to increased fixed term and permanent exclusions

- Exposure to domestic abuse

- Exploitation

- Increased incidents of all types of abuse against children

Issue/Task	Response/Action required	When	By whom	(Additional) Resources required
Mental Health and Emotional Resilience	• EP to provide training to team	June 2020	Sheri Wright	Time
	• Mental Health First Aid training		TAMHS – Renee Lee	Manual for each trainee @£15 each
	• CYP MH Task and Finish Group •	May 2020 ongoing	JP, NT, MA	Time
	• Leeds University research group – the effect of Covid 19 on nutrition and Mental Health CYP	May 2020 ongoing	Jane Parsons	Time. Additional resources will be funded – awaiting confirmation that the funding bid has been successful
	• Signpost to resources (schools, CYPs and Parents)	Ongoing	All	
	• 1:1 support for CYPs	Ongoing and increasing	All	Time
	• Awareness of current guidance and Public Health information – provide accurate advice & reassurance	Ongoing	All	Time
Lack of equipment to work at home – educational inequality	• Send details of pupils in need to CK for inclusion on request to Phil W	Wef: 22.06.2020	All	
Financial issues	• Refer any issues re FSM to Phil W through CK		All	
	• Explore any charitable funds available to help with uniform, equipment or other family needs	June 2020	Jo Smith Community Response Group	
Safeguarding and child protection	• Child protection refresher training for whole team	22.06.2020	Caroline Ewells	Time

	• Attendance at strategy meetings, CP conferences and Core Groups - priority	Ongoing	All	Time
	• Operation Encompass, notifications continue to schools and extended to Early Years settings from June 2020 • Attendance at MARAC	Ongoing	Karen Flynn (schools) Fiona Purslow (pre-school) Jane Parsons	
	• Weekly virtual School safeguarding drop in sessions	Ongoing	Jane Parsons	Time
	• Upload of links and information shared at School safeguarding drop in session to SLG and Local Offer	Ongoing	Jane Parsons	Time
	• Weekly review of risk assessments. • Contact & intervention with children and families identified as in need of EAS support	Ongoing	EWS and Inclusion Team	
	• Exploitation triage – increased number of sessions and panels	May 2020 – ongoing	Jo Smith	Time
	• School visit protocol for Social Care	June 2020 – review 1/7/20	Jane Parsons	Time
	• Updated Child protection and Safeguarding policy addendum circulated to schools	April 2020	Jane Parsons	Time
School admissions	• Support (and challenge) schools to fulfil mid-term transfer requests		Inclusion team	Time

	and admit pupils placed through FAP			
	• Assist parents with new virtual Admissions Appeal process		Vanessa Gascon-Diaz	Time
Behaviour support	• Review pupils who were due to move back into mainstream setting from TMBSS. • May need more time for transition and additional intensive support		Inclusion team and TMBSS	Time and additional placement cost if extended
	• Suggested addendum to schools' behaviour policy	April 2020	Jane Parsons	
	• Pupil Planning meetings • Direct support for pupils • Training for schools • School support • Project to embed Restorative practice (as workstream from Mental Health Task and Finish Group)	Ongoing See separate RP action plan	EAS team EP Service SEND team (GD) EIS Advisers	Potential costs attached to extra resources required – traded? Government additional funding? Could require additional staffing
	• In line with best practice Guidance from the DFE, EAS will continue to support Y11 students from TMBSS until the end of the academic year to increase TMBSS capacity to accommodate unplaced permanently excluded pupils.	Summer term	Inclusion Team	Time

Direct support for children and families	• Establish dedicated phone line manned by EAS team to provide specialist advice around attendance issues and return to school	August 2020	All	
	• EWO team are TTO, propose to finish two weeks early on 6 July and return to work on 17 August 2020, to allow focused work with families who will struggle to establish the necessary routines in September. Will also address any anxieties and potential issues identified by self-referrals or through schools.		EWO team	None, but need to check with Laura Jones to see if allowed
	• Focused support for Syrian Refugee families		Kariman Yakhoul	
	• Liaison with GLOs to ensure GRT families are appropriately supported		Jo Smith & EWOs	
Section 4441 reinstated by Education Secretary	• Will need consideration of LA approach to enforcement and may need temporary amendment to existing Code of Conduct	August 2020	Chris Kerry	

EDUCATION ACCESS SERVICE

COVID-19 STRATEGIC CONTINGENCY PLAN

MARCH 2020

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INCLUSION SERVICE

Statutory Functions

The primary statutory function of the team is to administer and manage the Government's Statutory Guidance for those with legal responsibilities in relation to exclusion, Children Missing Education and Elective Home Education.

Permanent Exclusion

Task Area 1 – Admin

Risk to completion of this function

<mark>Medium risk</mark>. Key risk – compromised staffing. Currently staffing numbers are stable. All posts are appointed to. There is one member of the team who falls into the shielded category – Inclusion Admin Support. The Admin Support offers a key role in the administration of the reporting, collating and disseminating data.

Probability of the risk occurring

<mark>Low risk</mark>. Schools are currently only open to offer places for vulnerable children or children of key workers resulting in minimal numbers. However, it is recognised that some of the vulnerable young people are likely to be those at risk of Fixed Term or Permanent Exclusion.

Preparation/ plan to meet need

Ensure other staff with Admin roles and responsibilities are trained and have the capability and capacity to undertake those tasks relating specifically to Inclusion.

Training will be required, and staff identified who will take responsibility for the reporting, collating and dissemination of data.

If the Admin staff become unable to complete the tasks, then they will need to fall to the wider Inclusion Team members.

The response

Task	What does the task involve	Frequency	Who
Reporting	Daily checking of the Inclusion Outlook In-box for notifications from schools of FTE / Permanent Exclusions	Twice daily	1. Admin staff (SP) 2. Admin staff (JGP) 3. Inclusion Officer (AW) 4. EAS and Safeguarding Officer (JP)

Collating	Ensure all required documentation has been provided – ==chase== missing paperwork. Upload all paperwork to Sharepoint. If FTE – ensure that the record has been transferred over via Sims or similar. Manually input FTEs not recorded. If Perm ex - open a new involvement on ONE as a perm ex. Update Perm Ex spreadsheet on Sharepoint	As new FTE/ Perm Exs are notified. ==Chase== daily.	1. Admin staff (SP) 2. Admin staff (JGP) 3. Inclusion Officer (AW) 4. EAS and Safeguarding Officer (JP)
Dissemination	Email to all team members in the Inclusion Team notifying of Perm Ex ONLY.	As new Perm Exs are notified.	1. Admin staff (SP) 2. Admin staff (JGP) 3. Inclusion Officer (AW) 4. EAS and Safeguarding Officer (JP)

Task Area 2 – Meeting with parent and young person

Risk to the completion of this task

Low Risk. Key risk - I.T./ equipment failure. Whilst the accepted medium of this meeting is face to face, where nuances can be picked up and relationships can begin to develop, there is a need for contact by some means. Telephone meetings have been tried and tested and the required forms can be appropriately completed and there has been some measures of success in terms of engagement from the student. However, it is acknowledged that this is limited and subjective.

Probability of the risk occurring

Low risk. Numbers of permanent exclusions during the period of contingency planning is likely to be minimal, hence reducing risk for the need.

Preparation/ plan to meet need

There are no training issues to this task. Documentation is stored on a shared drive and accessible. All staff have appropriate I.T equipment and telephones provided. There is one report of malfunctioning equipment with exception of Samantha Childe's lap top. Should this fail, compromising Skype facilities, mobile phones provided by SCC are available.

The response

The Inclusion Officer will allocate cases to staff. In the event of the Inclusion Officer being unavailable EAS and Safeguarding Officer will undertake allocation.

Task area 3 – making 6th day provision

Risk to the completion of this function

==Medium risk==. Key risks – a) insufficient 6th day provision due to staffing, b) student has insufficient IT facilities at home to access. The PRU provision is closed and the accepted 6 day provision is the on-line learning platform, Nisai. Pupils are able to access this platform only if they have access to the internet and some form of device.

Probability of the risk occurring

==Risk a) – Low risk== Nisai is a national company with widely available teaching staff. There are no indications that there is a risk to the levels of delivery. ==Risk b) – high risk== Whilst the majority of students do have access to I.T facilities at home, it cannot be assumed that this is the case.

Preparation/ Plan to meet need

Preparation has already taken place to consider alternative methods of 6th day provision. Some providers have been identified and there is a need for Senior Managers to ratify the Quality Assurance documentation and processes proposed.

The response

Maintain Nisai as the key provider for 6th day provision. All staff now have registration access to the service and can complete their own individual referral for new starters. In the event of staff absence the Inclusion Officer and then the Education Access and Safeguarding Officer will set it up.

Task area 4 – the Pupil Discipline Committee Meeting

Risk to the completion of this task

==Medium risk==. Key risks – Staffing compromised / I.T. failure. As a small team of only 4.1, the percentage impact is relatively high. Covid-19 and other possible illness is possible. If schools select a method of interaction via Skype for example, this will depend on reliable I.T. equipment being available for the Officer making representation.

Probability of the task occurring

Low risk. Numbers of permanent exclusions during the period of contingency planning is likely to be minimal, hence reducing risk for the need.

Preparation/ Plan to meet need

There is a training requirement for one team member who has attended PDCs before but not in the capacity of LA representative. Whilst the accepted medium of this meeting is face to face, we have tried and tested offering written reports where no I.T. has been available.

The response

The Inclusion Officer will make LA representation in discussion with the Education Access and Safeguarding Officer. If necessary, a Caseworker will be asked to undertake the function and it is expected that this will ALWAYS be by means of a written report. Training and development opportunities will be built into the weekly activities for the Inclusion Team.

Task area 5 – case work/ contact

Risk to the completion of this task

Low risk. Key risk – staffing. Currently staffing numbers are stable. All posts are appointed to. Staffing is sufficiently ample to provide cover for any case work where the key officer is unavailable.

Probability of the risk occurring

Medium risk. As a small team of only 4.1, the percentage impact is relatively high. Covid-19 and other possible illness is possible.

Preparation / Plan to meet need

There are no training issues to this task. The Inclusion Officer will run a caseload report for the absent Officer and allocate cases for contact and case management, taking into account the Government and Local Safeguarding Guidelines RAG rating system.

The response

The Inclusion Officer will allocate cases to staff. In the event of the Inclusion Officer being unavailable EAS and Safeguarding Officer will undertake allocation.

Elective Home Education Responsibilities

Risk to the completion of this task

High risk. Key risk – staffing compromised. The role and function of this area of work is currently completed by one person. Should she become an absentee, consideration needs to be given to how this role will be fulfilled.

Probability of the risk occurring

High risk. Key risk – the appointed Officer is a mother and their husband works with the care sector. They also have elderly parents in a compromised area of the world.

Preparation / plan to meet need

Understanding the role:
- To visit families who have chosen to home educate to ensure that EHE is a suitable option and there are no safeguarding concerns.
- Make joint home visits with Consultants where education has been deemed not suitable or where there are safeguarding concerns.
- Initiate School Attendance Orders in cases where there is no evidence suitable education is taking place.

No face to face home visits are currently going ahead from within the team, but will be reinstated at an appropriate point. However, consideration needs to be given to those families where concerns are raised in accordance with the current Covid-19 Government and local guidelines.

School Attendance Orders have been suspended in light of the current school closures.

High risk. Key risk – visits to monitor EHE by commissioned service cannot go ahead as usual.

The response

- Contact by letter for the purposes of establishing suitability of education provided.
- Where there are known Safeguarding concerns, complete contact using the Government and Local Safeguarding guidelines RAG rating system.
- Commissioning agreement with TMBSS to be adapted to take into account guidance around visits, consultants to contact parents for welfare checks. Parents to be signposted to services.
- If safeguarding concerns are identified, appropriate referrals made to children's services and/or home visit carried out.
- The team to create a letter which outlines to the parent the usual course of action but that under the current critical conditions, that this has, for now, been suspended but will be revisited once the restrictions have been lifted.

Children Missing Education

Risk to the task being completed

High risk. Key risk – staffing compromised. The role and function of this area of work is currently completed by one person. Should she become an absentee, consideration needs to be given to how this role will be fulfilled.

Probability of the risk occurring

High risk. Key risk – the appointed Officer is a mother and their husband works with the care sector. They also have elderly parents in a compromised area of the world.
Schools are not consistently prepared to admit schools at the present time.

Preparation / plan to meet need

Understanding the role:
- Tracking and investigating cases where it has been identified that children are missing education.
- Visit families to secure parental engagement in the process of providing a suitable education for their child(ren).

- Assess provision requirements and facilitate move into suitable education provision.
  In cases where parents/carers refuse to engage, initiate School Attendance Orders.

No face to face home visits are currently going ahead from within the team. However, consideration needs to be given to those families where concerns are raised in accordance with the current Covid-19 Government and local guidelines.

School Attendance Orders have been suspended in light of the current school closures.

The response

- In the first instance, current staff member or secondly, the Admin Support for CME to complete all lateral checks, i.e. Police/ Health/ Social Care/ Previous Authority where known.
- Try to make initial contact by phone.
- Plan a door step visit provided that staff have access to appropriate PPE and are provided with the necessary paperwork should they be stopped by Police. ID to be worn at all times.
- Briefings needed to made to ensure that the 'visitor' has all the necessary information including any known risks to visiting the property.
- Where it is not possible to ascertain suitable provide or make an assessment of this, remind parents of their responsibilities and leave pre-prepared information for the parent.
- Appropriate support and challenge to be made to schools who refuse to enrol pupils.
- Record any initial concerns and report as appropriate.

Traded Function

The aim of the pupil planning meeting (PPM) process is to improve the situation in school for the child, and to reduce the effects of their presenting needs through the implementation of effective and proactive support within school and the engagement of support services/agencies.

Task area 1 – Admin

Risk to the completion of this task

Medium risk. Key risks – a) compromised staffing, b) reduction in income generated, c) long term impact on schools buying in services in the future. Currently staffing numbers are stable. All posts are appointed to. There is one member of the team who falls within the shielded category – Inclusion Admin Support. The Admin Support offers a key role in the administration of the Pupil Planning Meeting.

The role checks referrals for PPMs incoming to the service, send to the Inclusion Officer for checking that the referral is, a) appropriate and b) the most suitable Caseworker to pick up the case based on capacity and complexity of current caseload. Once the Inclusion Officer has made this decision, the Inclusion Admin books the PPM with the school and the Officer from Inclusion.

Probability of the risk occurring

Risk a) - Low risk. Schools are currently only open to offer places for vulnerable children and children of key workers, resulting in minimal numbers of PPMs being required.
Risk b) – High risk. Although most schools will have already bought a package of service for the academic year, they may request a refund for unused services. Also, those without a current SLA, will not be buying additional services.
Risk c) – medium risk. Schools will have time to consider the value of PPMs that they have invested in previously and resort to alternative solutions.

Preparation/ plan to meet need

Task	What does the task involve	Frequency	Who
Identifying new requests for PPM	Daily checking of the Inclusion Outlook In-box for notifications from schools of PPM requests. Check in coming post for new requests for PPMs.	Twice daily in-box. Daily	1.Admin staff (SP) 2.Admin staff (JGP) 3.Inclusion Officer (AW) 4. EAS and Safeguarding Officer (JP)

Pass the PPM request for checking and allocation.	Ensuring that the PPM request is for a behavioural need and not purely attendance.	As each request comes through.	1. Inclusion Officer 2. Education Access and Safeguarding Lead
Booking the PPM	Liaison with the staff member requesting the PPM to find a suitable date. Booking into the Inclusion team members electronic diary.	As each request comes through.	1. Admin staff (SP) 2. Admin staff (JGP) 3. Inclusion Officer (AW) 4. EAS and Safeguarding Officer (JP)

The response

Implement the above tasks and deliver the PPM via Skype or other agreed medium.

To give further consideration to the planning of mitigating against Risk b) and c), time needs to be spent maintaining contact with schools' key figures and ensuring that relationships are maintained. This is the role and function of every team member and throughout the school's closures period, needs to be done on a regular basis – i.e. weekly by means of telephone and emails by Caseworkers.

The Education Access and Safeguarding Officer and the Inclusion Officer should be responsible for fortnightly contact with the Head Teachers by the most appropriate medium to ensure contact is made; this may be telephone or email.

ALL CONTACT ABOVE SHOULD BE RECORDED IN A CENTRAL PLACE* SO THAT SENIORS CAN MITIGATE AGAINST ANY CHALLENEGE TO SERVICES NOT BEING TAKEN UP IN FUTURE.

Additional Non-Statutory Functions of the Inclusion Team

Multi Agency Working

The Inclusion Team operate within best practice models and value close professional relationships with a variety of colleagues across the Local Authority and partner agencies. In order to maintain excellent standards of working and achieving best outcomes for children and young people, multi-agency working will continue throughout the crisis period.

Where forums are required, the most appropriate medium of communication will be employed and every effort to make representation adhered to.

Type of Meeting / colleagues/ partners	Host	Preferred means of communication in crisis period
Specialist Placement Panel – across LA / school Heads	Inclusion Team	1. Skype Conference 2. Microsoft Teams 3. Email submissions
Fair Access Panel – across LA / school Heads	Inclusion Team	1. Skype Conference 2. Microsoft Teams 3. Email submissions
Pupil Planning Meeting	School	Skype Meeting
Strategy Meetings – multi agency	Social Care	Microsoft Teams or report
ICPC – multi agency	Social Care	Microsoft Teams or report
Core Group – multi agency	Social Care	Microsoft Teams or report
Family Meeting	Early Help	Skype or report

Potential Redeployment of staff

If it becomes necessary for staff to be redeployed to support other services within EAS or wider services staff can provide the following:

REDEPLOYMENT WITHIN EAS		
Staff Member	Skills/ previous experience	Likely role/s
Annie Williams	EWO/ Admin/ SEN	Support EWO service Support admin services Support EHE/ CME function
Sam Childe	Teaching	Support admin services Support EHE/ CME function
Ami Price	EWO/ Admin/ SEN	Support EWO service Support admin services Support EHE/ CME function
Vanessa Gascon-Diaz		Support admin services

REDEPLOYMENT OUTSIDE OF EAS		
Staff Member	Skills / areas of interest	Staffs own thoughts on areas of work
Annie Williams	Primary Teaching Assistant Care of the elderly and disabled adults SEN casework	Support in schools in any capacity – TA/ catering/ cleaning/ holiday clubs. Delivery food/ medicines/ food vouchers for FSM children. Support in care homes.

		Support SEN Team
Sam Childe	Primary Teaching	Happy to try helping in secondary schools. Holiday club support. Delivery of food/ medicines/ food vouchers for FSM children.
Ami Price	EYFS & KS1 teaching. Good knowledge and understanding of benefits/ local support groups/ disability. Previously worked within the SEN Team.	Support in nursery or primary setting. A role involving taking calls/ directing to advice.
Vanessa Gascon-Diaz	Working with victims of sexual abuse or those displaying sexualised behaviour	

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EDUCATION WELFARE SERVICE

Statutory Functions

The primary statutory function of the team is to administer and manage the Government's Statutory Guidance for those with legal responsibilities in relation to School Attendance, Children Missing Education, Elective Home Education and Child Employment and Performance Licensing.

Monitoring of School Attendance

Task Area 1 – Fulfilling Traded Contracts – Includes academies and maintained

Risk to completion of this function

Contracts

High Risk **–** Key risk – Risk to traded contracts. EWO's are contracted to the local authority to carry out statutory functions in relation to School Attendance.

1)Risk to staffing contracts 2) Risk to vulnerable children 3) Risk to other statutory functions completed by EWOs on behalf of the local authority.

Schools with budget constraints may consider they can function without an EWO, if they have experienced a sustained period of reduced activity during school closures.
Current vacancy on a central patch within a trust of 3 schools. EWOs are critical in the management of non-school attendance and managing risk moving forward .

Without consistent monitoring and appropriate challenge and support for schools, pupils may be placed at risk or further vulnerabilities through lack of follow up and guidance from appropriately trained staff.

Probability of the risk occurring
Medium, however with appropriate management of the situation and commitment from the local authority this can be reduced to:-
Low risk-EWOs have already begun to plan ways forward in the management of their allocated patches, moving forward into virtual schooling/ contact. Schools are currently only open to offer places for vulnerable children and those of key workers resulting in minimal numbers. Identification of core cases has been completed and new systems developed. Regular communication is taking place to ensure appropriate deployment of EWO team.

Preparation/ plan to meet need

Ensure other staff within EAS are trained and have the capability and capacity to undertake those tasks relating specifically to Education Welfare Officers should the need arise to support frontline staff. Team Leader to pick up case work if an allocated EWO falls ill and is unable to fulfil their role.

The response

Task	What does the task involve	Frequency	Who
Engagement	Daily checking in with Senior schools, to ensure all pupils have been identified as in attendance (if required)	Daily Weekly	1. EWO 2. EAS TL

Monitoring	Monitor engagement of contact, to ensure Parental contact has been made with those who have not arrived.	Daily Weekly	1.EWO 2. EAS TL
Contact	To agree with School DSL who is responsible, and conduct follow up calls as required with pupils identified on EWO case load or non engagement with school (Rag rating)	Daily for High risk Weekly for Medium 3 weekly for Green	1.EWO 2. EAS TL
Collating	Ensure all documentation has been provided to be able to complete agreed contact and monitoring. (Secure email)	As required	5. EWO 6. EAS TL

Task	What this involves
Meetings	Plan virtual meetings with designated staff members to discuss pupil case management.
Casework	Undertake casework with individual children.

Pupil movement	Give advice and carry out procedural tasks in respect of child employment, elective home education and children missing education. Ensure all children moving in or out of the county are accounted for on one roll. This may include in the first instance remote contact, and when appropriate, home visits

Task Area 2 – Pupil Welfare checks through routine register reviews

Risk to completion of this function

A child not attending school is often an early indicator of vulnerability.

High Risk **–** Key risk – Pupils that have been identified as Vulnerable have been allocated a school place at their own or other local school but there has not been a high uptake of places.
Woodlands School closed at point of lockdown and Severndale operating on a very limited basis. TMBSS also not taking on new pupils and operating on a very minimal basis.
Pupils that are currently on the core caseload of an Education Welfare Officer have been identified with some form of unmet need, often SEMH.

Probability of the risk occurring

Medium risk that can be converted to Low with adequate support in place.
EWOs are planning ways forward in the management of their allocated patches, moving forward into virtual schooling/ contact / home visits
Medium risk – EAS Team Manager working with colleagues to address schools opening and providing adequate places to vulnerable children.

Preparation/ plan to meet need

Ensure other staff with EAS are trained and have the capability and capacity to undertake those tasks relating specifically to Education Welfare Officers should the need arise to support frontline staff. Team Leader to pick up case work if an allocated EWO falls ill is unable to fulfil their role.

Special schools to reopen after Easter. Work with TMBSS on capacity to accept new pupils from waiting list and those in need of 6th day provision.

The response

Task	What does the task involve	Frequency	Who
Contact	Contact details of all school DSL or designated deputy (illness)	20/4/2020	1. EWO
Engagement	To agree with School DSL who is responsible, and carryout follow up calls as required with pupils identified on either EWO case load or those where schools have received no engagement with. (Rag rating)	Daily Weekly	1.EWO 2.EAS TL
Recording	Monitor engagement of contact, record all relevant information on ONE and share as relevant with School DSL. (Secure email)	Daily or as per agreed rag rating cycle	1.EWO 2. EAS TL
Signpost	If a universal need has been identified signpost to a local agency if appropriate or more targeted intervention on discussion.	As required	1.EWO 2. EAS TL
Targeted assessment	When a need has been identified, if appropriate offer family Early help assessments act as lead professional in cases	As required	1.EWO 2. EAS TL

Task	What this involves
Meetings	Plan virtual meetings with designated staff members to discuss pupil case management. Risk and Task See Below
Home Visits	Risk and Task See Below

Task area 3 – Parent / School / Agency communications
Risk to the completion of this task

Medium Risk - Key risks – Staffing compromised / I.T. failure.
If agencies including schools select a method of interaction via Skype for example, this will depend on reliable I.T. equipment being available for the Officer making representation.
Parents also need to have suitable equipment that will allow such meetings to take place on a virtual platform. Staff becoming ill and unable to complete their duties.

Probability of the task occurring

Low Risk – Shropshire council IT department can support partner agencies in order to fulfil this function

Preparation/ Plan to meet need

There are no training issues to this task. EWO's have paper-based records and the ONE database is accessible to them. All staff have appropriate I.T equipment and telephones provided. Skype facilities, Team and mobile phones provided by SCC are available.
Team Leader to pick up case work if an allocated EWO falls ill or is unable to fulfil their role.

Task	What does the task involve	Frequency	Who
Ensure communication with Schools/ IT and parent carers has taken place	Discussion with School DSL and parent/carer to ascertain most secure platform for communication	As required	1.EWO 2.EAS TL
Participation	Planning, submitting and verbal communication in preparation for Strategy meetings.	As requested	1. EWO 2. EAS TL

	Contribute to safeguarding procedures in respect of children with attendance issues to include attendance at early help meetings (EHPM), child protection conferences and Core Groups.		

Task Area 4 – Home Visits – Physical contact with Parent/Carers/Pupil

Risk to completion of this function

A child not attending school is a warning indicator of vulnerability.

High Risk **–** Key risk – Cross contamination in relation to Covid19.
Children in this current climate may not be seen by other professionals within their home environment.
Vulnerable children should be seen by their allocated social worker on the terms agreed by social care colleagues.
There are pupils that have maintained good attendance that may see school as their "safe place" to escape their lived experience either at home or in the community and therefore are currently the unseen child placing them in this category as vulnerable.
There may be parents in this current time who are struggling to manage the education of their children in their home that may also be having to balance their circumstances; this may lead to an increase of risk which may not have surfaced previously.
Staff becoming ill or unable to carry out their duties.

Probability of the risk occurring

Medium risk that can be converted to Low with adequate support in place.
EWOs can engage with children and their parents/carers and support them to build the necessary resilience to cope with the situation. They can also carry out appropriate assessment of need and make referrals or signpost as necessary.

Preparation/ plan to meet need

Local authority to ensure that staff are working in line with correct government guidance re Social Distancing and provision of PPE as required.
Ensure other staff with EAS are trained and have the capability and capacity to undertake those tasks relating specifically to Education Welfare Officers should the need arise to support frontline staff. EAS team leader to filter requirements for home visits on an area specific basis.

The response

Task	What does the task involve	Frequency	Who
Engagement	Try to make initial contact by phone. Plan a door step visit using risk assessment. Letter from Employer if relevant - Keyworker ID to be worn at all times.	As required	1.EWO 2.EAS TL
Recording	EWO to record all relevant information on ONE and share as relevant with School DSL. (Secure email) Escalate any Safeguarding concerns appropriately followed up with a MARF	Daily or as per agreed rag rating cycle	1.EWO 2. EAS TL
Lone Working	Be responsible for health and safety (specifically lone working) processes involved in delivering the service.	As Requested As required	1.EWO 2. EAS TL

Supplementary tasks

Task	What this involves
EHE/CME	Plan virtual meetings with designated staff members to discuss pupil case management. Ensure track and trace is completed.
Area specific	Covering the county of Shropshire, split into 3 specific areas in agreement with EWO'S has been agreed. EWO's who are unable to complete home visits due to vulnerability, will complete administration/ virtual calls, conferencing.

Multi Agency Working

The Education Welfare Team operates within best practice models and values close professional relationships with a variety of colleagues across the Local Authority and partner agencies. In order to maintain excellent standards of working and achieving best outcomes for children and young people, multi-agency working will continue throughout the crisis period.

Where forums are required, the most appropriate medium of communication will be employed and every effort to make representation adhered to.

Type of Meeting / colleagues/ partners	Host	Preferred means of communication in crisis period
School Attendance Panels – across LA / school Heads	Education Welfare Team	4. Skype Conference 5. Microsoft Teams 6. Email submissions
Court cases and trials	Courts	4. Skype Conference

		5. Microsoft Teams 6. Email submissions
Fast Track Meetings or other	School/EWS	Skype or Teams Meeting
Strategy Meetings – multi agency	Social Care	Microsoft Teams or report
ICPC – multi agency	Social Care	Microsoft Teams or report
Core Group – multi agency	Social Care	Microsoft Teams or report
Family Meeting	Early Help	Skype or report

REDEPLOYMENT DETAILS TO BE ADDED

Elective Home Education

Standard Operating Procedure - Compass

Elective home education (EHE) notification emailed to compass.referrals.@shropshire.gov.uk from Education Access Services (EAS). Coordinator forwards this to the SSW on MAT.duty.

Appendix 12

Senior Social Worker (SSW) consults EAS within 24 hours to share information and look at history on EHM / LCS. EAS to the discuss any relevant concerns regarding the plan to home educate. EAS to share context of why the child has been removed from school, and any concerns they are aware of school have raised.

No concerns identified

No Further Action (NFA). SSW record decision on general note on EHM.

Vulnerabilities identified

Contact to be raised. SSW contacts parent to discuss reasons for EHE and vulnerabilities.

Safeguarding concerns

Contact to be raised. Concerns identified. Strategy meeting to be convened

Early Help can meet the identified needs / vulnerabilities

Consent from parents and forward to Early Help

Threshold for Social Work Assessment (SWA) reached

NFA

EH

SWA

Sec 47

Consent for SWA declined - NFA

Consent provided progress to SWA

SSW contacts parent for consent.

If consent is declined - NFA

EAS will continue to monitor