Redhill Primary Academy

COVID-19 school arrangements for Safeguarding and Child Protection

Signed

Beth Tutchener-Ellis

Chair of Governors

Autumn 2020

Updated Spring 2021

Redhill Primary Academy

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

Appendix 1 COVID-19 school arrangements for Safeguarding and Child Protection - Document Status			
Date published by Telford and Wrekin Safeguarding Partnership	16th September 2020	Authors	Telford & Wrekin Council Education Safeguarding Team
Date of addendum creation	21st September 2020	Headteacher	Claire Whiting
Date of addendum inception	21st September 2020	Headteacher	Claire Whiting
Date of addendum adoption by Governing Body/	9th November 2020	Chair	Beth Tutchener-Ellis
Date of addendum review	As and when required 11th January 2021	Shared with staff	22nd September 2020 Update - 11th January 2021

Context

This addendum policy is written in accordance with Coronavirus Act 2020 which is on statute until spring 2022. This includes powers, such as the power to close schools or limit year groups and emergency issues of bringing in recently retired staff.

On Monday 4th January 2021, the Prime Minister announced that schools are to temporarily partially close to all but critical worker and vulnerable children, as a result of the rising infection rates and the new variant COVID strain. All other children will learn remotely until February half term.

This addendum of Redhill Academy's Child Protection and Safeguarding policy contains details of our individual safeguarding arrangements. It must be read alongside our full Child Protection & Safeguarding Policy. We will follow Guidance for full opening: schools.

We will make all staff and volunteers aware of this updated addendum policy and will keep them up-to-date as it is revised. This revised addendum policy will be made available publicly.

We will have consideration of the COVID-19 reopening checklist for DSL's and Covid-19 Advice for DSLs – Partial & Full Closures produced by Telford & Wrekin Council.

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead (DSL)	Claire Whiting	01952 327170	Redhill@RedhillPrimary.co.uk
Deputy Designated Safeguarding Leads	Lydia Cartwright	01952 327170	Redhill@RedhillPrimary.co.uk
Headteacher	Claire Whiting	01952 327170	Redhill@RedhillPrimary.co.uk
Chair of Governors/Management Committee/Proprietor	Beth Tutchener-Ellis	01952 327170	Redhill@RedhillPrimary.co.uk
Safeguarding Governor/Trustee	Beth Tutchener-Ellis	01952 327170	Redhill@RedhillPrimary.co.uk

Full opening

Redhill Primary Academy has developed a plan for opening from the beginning of the autumn term 2020, this has been updated in light of the partial closure and reviewed in line with government guidance 'Restricting attendance during the national lockdown: schools' Guidance for all schools in England'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf
We have completed a partial closure risk assessment and other related health and safety risk assessments.

We remain committed to protecting children from harm or abuse. Our safeguarding principles during the pandemic are as follows:
- the best interests of children must always continue to come first;
- if anyone in the Academy has a safeguarding concern about any child they should continue to act and act immediately;
- a DSL or deputy should be available;
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children;
- children should continue to be protected when they are online.

These principles will continue to apply during any future full or partial closure.

Redhill Primary Academy recognises the importance of ensuring the accuracy of safeguarding and welfare information held on children. On the full opening of the Academy, the DSL (or deputy) will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and well-being before a child returns.

During full opening, the DSL (and deputies) will be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate. We will work together with agencies and services to actively look for signs of harm.

We recognise communication with school nurses is important for safeguarding and supporting wellbeing, as they have continued virtual support to pupils who have not been in school.

There may well be repeated waves of pandemic and we are likely to have to respond to local spikes for the medium to long term future. We will ensure we are Covid aware/ready at all times as part of our strategic approach so as to be well placed to make urgent operational changes if cases occur locally or in the school. The DSL will implement a plan for future full or partial closure in relation to safeguarding.

Review of our approach

The DSL will undertake a review of our safeguarding approach taken during lockdown. To identify the following:
- What have we learnt?
- What would we improve?
- How sustainable is this approach as a medium- or long-term plan?

We will involve children and young people in this review to learn from their experiences of the contact we were able to have with them and think about how to improve our approach to overcome some of the barriers.

The DSL will share this review with school leaders and governors, to make suitable changes for the likelihood of further lockdown periods.

Our approach to the Contain framework

We understand the implications of the COVID-19 Contain framework. This sets out the four tiers of action which will be defined by schools working with a range of local decision makers. Our safeguarding approach will reflect the tiered approach:

Tier 1: Schools are open, children attending - additional resource directed towards the DSL to support those young people with adverse childhood experiences during lockdown

Tier 2: Early years settings, Alternative Provision settings, special schools and primary schools remain the same as Tier 1, but in secondary and Further Education provision year groups (except children of critical workers and vulnerable children) move to a rota system so young people will be spending more time at home. Our setting will re-implement guidance to help keep children safe when at home and ensure there are strong models to communicate with them. We recognise the vulnerability or the potential for younger pupils to be home unsupervised and the potential risk to their safety and welfare of this.

Tier 3: Early years settings, Alternative Provision settings, special schools and primary schools remain the same as Tier 1, but in secondary and Further Education provision children of critical workers and vulnerable children only will attend together with selected year groups (identified by DfE). Our COVID-19 home learning measures will be implemented during this time.

Tier 4: Only the children of critical workers and vulnerable children should attend all education settings. We will revert to our COVID-19 measures implemented in March 2020.
We recognise timescales described in each of the tiers above may vary. We understand that all periods of time where children are absent from school can be significant for children and young people.

Alongside our leadership management of 'bubbles', the DSL will specifically address:

- how children are responding to the pandemic, including; the increased risk of health anxiety, the reality of family sickness, loss or vulnerability, social issues around being back in large groups and similar;
- Responding to behavioural issues. We will use the Checklist for school leaders to support full opening: behaviour and attendance which emphasises the need for a compassionate culture and a structured approach to planning and reviewing issues;
- implications of non-attendance. We will consider this in line with the School attendance: guidance for schools;
- scoping vulnerability – alongside the issues above the DSL will implement plans that respond to changes in the arrangements for Looked After Children, previously Looked After Children, children subject to a child protection plan, children who have (or have had) a social worker, children with an EHCP, children on the edge of social care involvement or pending allocation of a social worker and other children the school considers vulnerable;
- the potential to return to online learning and what safeguards will be put in place;
- practice around self-isolating pupils who are showing symptoms;
- providing food parcels for children in receipt of free school meals during any period of home-based learning; and

- any adaptation or communication around reporting arrangements for the DSL (or deputy) should there be school site closure, partial closure or staff sickness.

Identification of vulnerable children who do not attend during full opening or for the purposes of future full or partial closure

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:
- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued 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 and others at the provider and local authority's discretion, those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study).

In the event of future full or partial closure senior leaders, especially the DSL (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support, such as from Telford & Wrekin Council Strengthening Families Team.

For children who do not attend during full opening or for the purposes of future full or partial closure, Redhill Primary Academy will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be Lydia Cartwright.

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

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

During future full or partial closure, Redhill Primary Academy will encourage our vulnerable children and young people to attend the Academy, including remotely if needed.

Attendance during full opening

It is vital for all children to return to school to minimise, as far as possible, the longer-term impact of the pandemic on children's education, wellbeing and wider development.

Missing out on more time in the classroom risks pupils falling further behind. Those with higher overall absence tend to achieve less well in both primary and secondary school. School

attendance will therefore be mandatory again from the beginning of the autumn term 2020. This means from that point, the usual rules on school attendance will apply, including:

- parents' duty to secure that their child attends regularly at school where the child is a registered pupil at school, and they are of compulsory school age;
- schools' responsibilities to record attendance and follow up absence; and
- the availability to issue sanctions, including fixed penalty notices in line with local authorities' codes of conduct.

Redhill Primary Academy will resume taking attendance registers 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.

We will complete our usual day-to-day attendance processes to follow up on non-attendance.

Attendance during future full or partial closure

During future full or partial closure, vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and well-being benefits of attending.

Our attendance expectations across the different groups of vulnerable children during future full or partial closure is as follows:
- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the Academy or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable.

During future full or partial closure, the DSL (or deputy) will continue to notify social workers where children with a social worker do not attend. They will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't. To support this, we will 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.

The government has advised from January 5th, in mainstream schools, all primary-age pupils who are working remotely from home, should be recorded as 'code X'.

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

The role of the Designated Safeguarding Lead (DSL) during future full or partial closure

During full opening, the DSL (and deputies) roles and responsibilities are set out in our Child Protection & Safeguarding Policy.

Redhill Primary Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is Claire Whiting.

The Deputy Designated Safeguarding Lead is Lydia Cartwright.

During future full or partial closure, a DSL (or deputy) with up-to-date training should always be available on site during normal school hours. 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.

In exceptional circumstances, in the absence of a senior leader and trained DSL (or deputy) we will contact a trained DSL at another school.

The DSL (or deputy) is responsible for liaising with children's social care where they require access to children in need and/or to carry out statutory assessments at the Academy.

It is important that all Academy 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, should they not be present.

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

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

Reporting a concern during future full or partial closure

During full opening, concerns should be reported as per our Child Protection & Safeguarding Policy.

Where staff identify new safeguarding concerns about children attending the Academy, they should continue to follow the process outlined in our Child Protection & Safeguarding Policy. This includes reporting the concern to the DSL (or deputy) without delay.

Where staff have a concern about a child who is not attending, they should continue to follow the process outlined in our Child Protection & Safeguarding Policy. This includes reporting the concern to the DSL (or deputy) without delay.

If a member of staff cannot access children's safeguarding records, for example, because they are working from home, they should email the DSL and Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay, this includes where safeguarding concerns relate to historical matters.

The DSL (or deputy) will be given sufficient time to consider all safeguarding concerns, present or historical when children return to school. They will consider the threshold guidance for where the child lives or for the local authority which is responsible for the child to aid them in their decision making of what action is required. This may include a referral to children's social and/or police. We understand we may need to allocate the DSL (or deputy) additional time to manage safeguarding concerns. This will be monitored by the Local Governing Board.

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 the Local Governing Board: Beth Tutchener-Ellis.

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

Staff training and safeguarding induction during future full or partial closure

During full opening, training will be maintained as set out in our Child Protection & Safeguarding Policy.

All existing Academy staff will already have had safeguarding training and have read part 1 of KCSIE and those working with children will have read Annex A of KCSIE. We will keep these staff aware of new local arrangements.

Where new staff are recruited, or new volunteers enter the Academy, they will continue to be provided with a safeguarding induction.

The existing Academy workforce may continue to move between schools and colleges on a temporary basis in response to coronavirus. When receiving transferred staff into the Academy we will judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will only require a copy of our child protection policy, confirmation of local processes and confirmation of DSL arrangements.

It is the expectation of the Telford & Wrekin Safeguarding Partnership that all staff continue to access child protection & safeguarding training remotely. The DSL (and deputies) should also access training remotely. All training should be maintained in line with the requirements of KCSIE.

Safer recruitment/volunteers and movement of staff during future full or partial closure

During full opening our Child Protection & Safeguarding Policy details our procedures for Safer Recruitment.

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, Redhill Primary Academy 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 2020 (KCSIE).

In response to coronavirus, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. The Home Office and Immigration Enforcement have also temporarily adjusted the right to work checks due to the coronavirus outbreak.

If staff are deployed from another education or children's workforce setting to our Academy, we 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 2020, 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.

Where Redhill Primary Academy are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The Academy 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 179 of KCSIE.

Redhill Primary Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 182 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 Academy is aware, on any given day, which staff/volunteers will be in the Academy, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Redhill Primary Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE.

Mental health during full opening or for the purposes of future full or partial closure

During full opening our Child Protection & Safeguarding Policy also details our commitment to promoting children mental health and well-being, alongside our emotional health and well-being policy.

Redhill Primary Academy recognises that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. We will ensure appropriate support is in place for children.

Redhill Primary Academy will consider the guidance on mental health and behaviour in schools to help us to identify children who might need additional support, and to put this support in place.

We understand that mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include, for example, being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Support for pupils in the current circumstances may include existing provision in the Academy (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services. During future

full or partial closures, we will make teachers 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 children's' work.

Online safety in Academy for the purposes of future full or partial closure

During full opening, our Child Protection & Safeguarding Policy details our commitment to online safety.

The Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

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

Redhill Primary Academy has identified the company Roar Tech and Whiting IT in our institution as the companies who have the technical knowledge to maintain safe IT arrangements. We have considered as part our risk assessment what our contingency arrangements are if our IT staff become unavailable.

Children and online safety away from the Academy during full opening or for the purposes of future full or partial closure

Redhill Primary Academy recognises during full opening or future full or partial closures some children will engage with Academy online.

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 our Child Protection & Safeguarding policy and where appropriate referrals should still be made to children's social care and as required, the police.

We will follow Safeguarding and remote education during coronavirus (COVID-19).

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

The Academy will continue to follow the guidance outlined in the data protection: toolkit for schools when managing personal data and will consider:
- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely.

We will use the following advice in ensuring online education is safe:
- remote education advice from The Key for School Leaders
- advice from NSPCC on undertaking remote education safely
- guidance from the UK Safer Internet Centre on remote education
- guidance on teaching online safety in schools provides information to help schools ensure their pupils understand how to stay safe and behave online.

The Academy through contact with parents during full opening or future full or partial closure will reinforce the importance of children staying safe online.
We aim to help parents to be aware of what their children are being asked to do, including:
- sites they will be asked to use
- Academy staff their child will interact with.

The Academy will emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

We will use these resources to support parents and carers to keep their children safe online:
- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Redhill Primary Academy will encourage children, parents and staff to report concerns about harmful or upsetting content and bullying or abuse online. We will encourage concerns to be reported to the DSL at the Academy. However, we will also make the following reporting mechanisms available to children, parents and staff:

- reporting harmful online content to the UK Safer Internet Centre
- getting government advice and trusted resources from Educate Against Hate on safeguarding from radicalisation, building resilience to extremism, and promoting shared values
- get advice on reporting online abuse from the National Crime Agency's Child Exploitation and Online Protection command
- get advice and support from Anti-Bullying Alliance for children who are being bullied.

We understand we can access the free Professionals Online Safety Helpline which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm.

When communicating online with parents and pupils, we will endeavor to:

- communicate within Academy hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the channels approved by the senior leadership team
- use Academy email accounts (not personal ones)
- use Academy devices over personal devices wherever possible
- advise teachers not to share personal information.

During future full or partial closure, Redhill Primary Academy understands teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- 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 in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background
- Staff must only use platforms 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
- On-line lessons should only be completed during the 'school day'
- The principles of E-Safety should be paramount when teaching through remote devices.

If needed, we will help parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.

As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

If appropriate and only with approval from a member of the school's leadership team and following a risk assessment recorded on the child's safeguarding file, we will be provided one-to-one sessions in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

Supporting children not in the Academy during full opening or for the purposes of future full or partial closure

Redhill Primary Academy is committed to ensuring the safety and well-being of all its children and young people.

During full opening where vulnerable children cannot attend due to Coronavirus or during future full or partial closure, we will adhere to the following. Where the DSL has identified a vulnerable child, they should ensure that a robust communication plan is in place for that child or young person. We will risk assess all vulnerable children as High, Medium or Low risk. We will ensure contact is made with these children and their families every three working days for high risk children, every four working days for medium risk children and every five working days for low risk children. Through consultation with other professionals, such as social workers we may deem it appropriate to share contact with families. As a minimum all families will be contacted by a member of school staff, a minimum of once per working week. Details of this plan must be recorded in the child's safeguarding file, as should a record of contact have made. The communication plans can include; remote contact and phone contact. Other individualised contact methods should be considered and recorded.

The Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate. The Academy will share safeguarding messages on its website and social media pages.

Redhill Primary Academy recognises that the Academy is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Staff at the Academy need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in the Academy during full opening or for the purposes of future full or partial closure

During future full or partial closure, Redhill Primary Academy is committed to ensuring the safety and well-being of all its students. We 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.

During full opening or future full or partial closure, the Academy 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.

During future full or partial closure, the Academy 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.

During full opening or future full or partial closure where the Academy has concerns about the impact of staff absence, such as our DSL or first aiders, we will discuss them immediately with the academy trust.

Peer on peer Abuse, including sexual violence and sexual harassment between children during future full or partial closure

During full opening our Child Protection & Safeguarding Policy and Peer on Peer abuse police details our procedures for managing reports of and responding to peer on peer abuse.

Redhill Primary Academy recognises that during any future full or partial closure a revised process may be required for managing any report of such abuse and supporting victims.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection & Safeguarding policy and our Peer-on-peer abuse policy.

The Academy 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.

Prevent during future full or partial closure

During full opening our Child Protection & Safeguarding Policy details our procedures under the Prevent duty.

Prevent remains a vital part of our work to help safeguard children from radicalising influences. We will follow published information on [prevent management support for schools and colleges](#).

Any concerns that a child is being drawn into radicalisation and subject to extremist views must be report to the DSL (or deputy) without delay. They will follow the local processes as set out in the Telford & Wrekin Council Prevent Pathway.