

COVID-19 school closure arrangements for Safeguarding and Child Protection at Langtoft Primary School

This is an addendum to the school's current safeguarding and child protection policy and does not replace the school's main policy. It will remain in place temporarily in response to the current Covid- 19 pandemic. The addendum may be amended on receiving any further guidance from the Department for Education or local authority.

Context

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.

[Covid-19-safeguarding-in-schools-update](#)

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 Langtoft Primary School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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1.Key contacts

The following information is displayed in the school and will be updated if necessary.

Role	Name	Contact number	Email
Designated Safeguarding Lead	James McCullough	07908 351037	James.mccullough@langtoft.lincs.sch.uk
Deputy Designated Safeguarding Leads	Stuart Dolby	07866 521822	Stuart.dolby@langtoft.linc.sch.uk
Headteacher	James McCullough	07908 351037	James.mccullough@langtoft.lincs.sch.uk
Local authority designated officers (LADO)	Jemma Parkinson Rachael Powis	01522 554674	LSCP_LADO@lincolnshire.gov.uk

2.Vulnerable children

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

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

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

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

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

The school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the

local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Mr James McCullough.

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 school will explore the reasons for this directly with the parent.

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

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

If a child is temporarily attending another school during this period, the school will ensure that any communication received by other agencies and services that impact on the safety and wellbeing of the child will be shared with the school that the child is temporarily attending. This includes notifications from the Police as part of the Operation Encompass initiative in response to domestic violence.

3. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If the school has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE.

The school and social workers will agree with parents/carers whether children in need should be attending school – the school will then follow up on any pupil that they were expecting to attend, who does not. The school will also follow up with any parent or carer who has arranged care for their child(ren) and subsequently do not attend.

HOW WILL THIS LOOK IN OUR SCHOOL?

To support the above, the school will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will follow the procedures in the attached documents;



LA Updates
23-3-2020.pdf



VulnerableChildren
Form 23-03-2020.xls

4. Designated Safeguarding Lead

The school will ensure information is displayed and updated as necessary.

The information will include the name of the Designated Safeguarding Lead (DSL) and a Deputy DSL. It will also include the Senior Leader responsible for coordinating the safeguarding arrangements in the school.

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, the teacher on duty will contact DSL in the first instance and DSL (or deputy) will attend school.

It is important that all 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.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making a report via pink form and notifying DSL, which can be done remotely.

Staff should email the Designated Safeguarding Lead to inform of any concerns as soon as possible. This email will be acknowledged by DSL and will ensure that the concern is received.

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

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher immediately. 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.

Concerns about the Headteacher should be directed to the Chair of Governors of the school that employs them: Mr Russ Seaton.

6. Safeguarding Training and induction

Face to face DSL training is not taking place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained and is following the 6 Year Safeguarding training pathway, should continue to be classed as a trained DSL (or deputy) even if they miss their face to face training, but have completed the e-Learnings identified on the pathway. Online safeguarding training should be completed as soon as possible by logging into the LSCP account

Members of staff already booked on or intending to book on the face to face 2 day safeguarding training will access the online 'Awareness of Child Abuse and Neglect Core. Others members of staff in need of safeguarding training should follow the 6 year pathway but do not need to attend the face to face training.

All existing school staff have had safeguarding training and have read part 1 and 5 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 the school, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no on-going disciplinary investigation relating to that individual

For movement within a Cluster or between schools, the schools should seek assurance that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's Safeguarding and Child Protection Policy, confirmation of local processes and confirmation of DSL arrangements.

7. 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, the school will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

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

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check

- there are no known concerns about the individual's suitability to work with children
- there is no on-going disciplinary investigation relating to that individual

Where the 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.

The 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.

The 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 after liaising with Lincolnshire LADO
Tel: 01522 554674.

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, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE considering proportionate and flexible approach to vetting checks i.e. portability of checks between schools and children's workforce.

8. Online safety in schools and colleges

The 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.

9. Children and online safety away from school and college

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

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

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

Below are some things to consider when delivering virtual lessons, 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 provider (ARK) to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

10. Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded. A record should be kept of any contact made.

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

The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

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

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

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

11. Supporting children in school

The school is committed to ensuring the safety and wellbeing of all its students.

It 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 ratio numbers are appropriate, to maximise safety.

The 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.

The 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.

Where the school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Headteacher/Chair of Governors.

12. Peer on Peer Abuse

The school recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where the school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

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

Concerns and actions will be recorded and appropriate referrals made.

ANNEX 2 - PROVIDED 20.04.2020 BY LCC

Covid19 Safeguarding Policy addendum: Supporting children not in school (vulnerable children, as defined, and those assessed as vulnerable by school)

Since 23rd March, schools have been operating under the COVID-19 guidance for schools and other educational settings¹ and have implemented procedures that enable them to keep their pupils and staff safe at all times. This document is a prompt for schools to use as a guide to ensuring that pupils, particularly those who are most vulnerable, are supported.

Vulnerable children

Working Together to Safeguard Children² statutory guidance requires schools and the LA to safeguard and promote the welfare of children. Whilst the majority of people are being urged to stay at home and adhere to guidance about social distancing, the DfE guidance **Coronavirus (COVID-19): guidance for schools and other educational settings** sets a clear expectation that schools stay open and make provision for vulnerable children where education is a protective factor. This includes:

- children who have a social worker i.e. 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.
- children and young people with an EHCP who cannot be safely supported at home.

Children assessed as vulnerable by school

In addition to the children and young people identified as vulnerable in the recent government guidance³, the school will identify children on the edge of social care or who normally receive pastoral-type support in school through regular assessment, to ensure their safety and wellbeing.

¹ <https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

² <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

³ <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Vulnerable children not in school

Whilst a number of vulnerable children will attend school regularly, there may be some who do not. It is the role of the school to make day to day decisions based on the vulnerability of a child and it remains the Local Authority Children's Services responsibility to assess and respond to the safeguarding concerns raised by the school, whether or not they are within the identified vulnerable categories. Therefore, given the current circumstances, it is more important than ever for school and Children's Services to work collectively to ensure the safety of our children and to facilitate joint working so appropriate support and interventions are provided.

Communication

In order to respond efficiently and timely to the needs of vulnerable children, communication is vital.

Communication with parents/carers – the school will ensure that up to date contact details for parents and other identified responsible adults are kept. Those responsible for safeguarding and home contact should establish best times to call with the parents and a process for follow up if no response is forthcoming. For any child who has another key worker involved e.g. social worker, the school will endeavour to coordinate contact with the home and establish who is calling, when and the purpose of the call, to reduce undue duplication of contact to parents/carers.

Parents/carers communication with schools – the school will provide parents/carers with contact details for staff who they can talk to about any concerns and update this regularly to reflect staffing variations. If school have a manned office, this may simply be a school number, however if this is not the case, schools will consider how parents can inform them of changing circumstances or how to ask for advice. If schools are running fixed hours opening, this will be communicated to parents and school will consider how key messages can be received outside these hours. For families who do not have access to technology, the school will ensure this information reaches them, particularly if they are vulnerable. The same applies to families who do not speak English or are illiterate. If the school needs to communicate with a family in another language, staff will be able to contact EMTET@lincolnshire.gov.uk who may be able to help with access to a bilingual speaker and can also support communication with Traveller families.

Schools communication with social worker/Early Help and SEND worker – Efficient contact with a child's social worker or SEND worker is key to supporting pupils and families. Where a child does not have a social worker and the child is potentially vulnerable i.e. currently in TAC or the school

are considering an EHA, the school can continue to contact the Early Help consultant who will support them to risk assess the current vulnerability of the child.

If the school is unable to contact the child's allocated social worker/case worker, the following generic email addresses should be used:

To notify SEND of a change in circumstances for a child with an EHCP, contact:

LWL_SendLocality@lincolnshire.gov.uk (Lincoln/West Lindsey)

NKSK_SendLocality@lincolnshire.gov.uk (North Kesteven/South Kesteven)

EAL_SendLocality@lincolnshire.gov.uk (East Lindsey)

BSH_SendLocality@lincolnshire.gov.uk ((Boston South Holland)

To communicate with social work (FAST) team when child's allocated social worker is not available and for cases open to Early Help, contact:

**East Lindsey North FAST and
Cases open to Early Help in the Louth/Mablethorpe area**

BS_Keilyhouse@lincolnshire.gov.uk

01522 554444

**East Lindsey South FAST and
Cases open to Early Help in the Horncastle/Skegness area**

01522 554621

BS_Horncastle@Lincolnshire.gov.uk

**Boston FAST and
Cases open to Early Help in the Boston area**

Child_BS_Boston@lincolnshire.gov.uk

**South Holland FAST and
Cases open to Early Help in the Spalding area** Child_BS_Spalding@lincolnshire.gov.uk

**West Lindsey FAST team and
Cases open to Early Help in the Gainsborough**

Child_BS_Gainsborough@lincolnshire.gov.uk

**Lincoln FAST team and
Cases open to Early Help in Lincoln area**
BS_FastLincoln@lincolnshire.gov.uk

South Kesteven FAST
01522 554362
GAO_BS_Grantham@lincolnshire.gov.uk

North Kesteven FAST
01522 553947
BS_FASTNorthKesteven@lincolnshire.gov.uk

Cases open to Early Help in both North and South Kesteven
01522 689991
BirchwoodCC@Lincolnshire.gov.uk

Making Decisions about Vulnerable Children Attending School

Schools will conduct a risk assessment regarding the vulnerability of every child. The risk assessment process should be clear and robust. The school will determine the frequency of this assessment based on current and of any newly identified needs of a child. Children's Services have produced a proforma to help schools with this - **Lincolnshire Tool for the Assessment of Risk to Children and Young People not Attending School due to Covid-19 Pandemic**. This is attached and will be used by schools where appropriate.

The majority of the children who are not attending school will be classified as 'not currently vulnerable'. For these children the school will consider routine checks on health and wellbeing as part of their overall communication plan around the learning at home.

If a parent/carer of a vulnerable child (as defined above), does not want them to attend school, the social worker/ SEND caseworker and school staff should joint risk assess in consultation with the parents/carers. Where the child does not have a social worker or SEND caseworker, the risk assessment should be carried out by the Designated Safeguarding Lead together with the current Safeguarding Leader responsible for coordinating the safeguarding arrangements in the school.

The risk assessment should explore the reasons for the parent/carer not wanting the child to come to school and talk through these with them, including any anxieties they may have about the risk of contracting the virus. These anxieties may be real or perceived and whilst the school cannot provide assurance against the risk of contracting the virus, they are able to reassure them of the processes that the school take to minimalise the risk.

Each child will need to be considered individually according to the school environment, the child's needs and family circumstances. As the school has previous knowledge of their children, they are in the best position to risk assess and this is based on the information that is available to them. They will be professionally curious but also be mindful of agency fears and therefore judgements need to be based on evidence.

The following issues should be taken into account:

- i) The potential health risks to the child from COVID-19, bearing in mind any underlying health conditions and available health advice
- ii) The ability of the child's parent or carer to ensure their health and care needs can be met safely at home
- iii) The level of vulnerability and any associated risks and whether these are likely to increase if the child was not attending school
- iv) The potential impact on the child's wellbeing as a result of any changes to the child's routine or the way in which their provision is delivered
- v) The likelihood of any increased risk to the child if some or all elements of their plan (including EHCP where appropriate) cannot be delivered; including consideration of associated risks if some or all elements of the plan cannot be delivered in the usual way or in the usual setting
- vi) The ability of the school to continue to provide the specific support the child requires, especially if key trusted staff are not available or the school delivers provision from another site
- vii) How easily the child can access another setting which has capacity to meet need

The risk assessment process must be dynamic in order to address any changes to the national advice and guidance as well as any changes associated with school capacity or home circumstances, for each child.

The risk assessment must take the form of, at least, a recorded conversation with agreed actions, ensuring that all appropriate agencies and workers are informed. For children on child protection plans, this will feed into the Covid19 risk assessment completed by the social worker.

The frequency and pace of review will be determined by the nature and level of identified risk for the child within the context of the changing national landscape. However, a risk assessment should be completed **at least every two weeks**.

Risk Assessments

Following risk assessments it is expected that children will fall into the following categories, and could move between these over time:

- 1) Attending school in best interests
- 2) Child is safer at home
- 3) Parental choice for child to not attend
 - I. Shielding/self isolating due to underlying health condition
 - II. Family member shielding for 12 weeks
 - III. COVID19 related illness and self isolation for 7 days
 - IV. Other illness
 - V. Family member unwell and family self isolating for 14 days
 - VI. Other appropriate reason
 - VII. No appropriate reason established

Depending on the outcome of the risk assessment for each individual child, there may be increased safeguarding concerns for children whose parents choose not to send them to school although this is considered to be in their best interests. **Over time, social isolation is likely to increase pressure on some families.** Where pre-existing concerns exist about domestic abuse, for example, some children may be at increased risk of likely significant harm as a result. For these children, schools will continue to play a critical safeguarding role.

Outcome of Risk assessments

The school leader responsible for coordinating the safeguarding in the school will have oversight of all the vulnerable pupils during this time. They will be responsible for ensuring appropriate care and welfare, through effective communication, takes place between the parents and the school that reflects the level of vulnerability of the child. This may be delegated but there should be good liaison between the delegated role, the school leader and the DSL if they are not the same and especially if these roles change due to fluctuations in staffing.

Following the initial and continual risk assessment, the vulnerable children will be grouped depending on the level of support they require, for example,

1. Those who need daily monitoring
2. Those who need monitoring 3 times per week
3. Those who need weekly monitoring

The frequency of school contact may depend on the coordinated arrangements with the social worker, SEND case worker or other key professional however, **all vulnerable children must be contacted on a weekly basis as an absolute minimum.**

Your school may wish to allocate a specific member of staff to take the lead on each group or subgroups, delegated staff should be familiar with the children and be suitably trained. The delegated staff should also have access to appropriate safeguarding folders, online or otherwise and be recorded as having this access. If it is not possible for them to have access, key information must be shared and a record must be kept safely which can then be transferred to the appropriate files.

Recording of contact and actions

The school will ensure that key people in school e.g. SLT, DSL and pastoral leaders, have an up to date current list of identified vulnerable pupils including those who are medically shielding. This is likely to include vulnerable learners identified by school leaders, in addition to those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

The school will implement a system or use current systems for recording and monitoring the contact with vulnerable children and their parents. A spreadsheet, for example, would include

1. the names of the children
2. the current attendance situation – (refer to points above in Risk Assessments)
3. the agreed level of contact (including arrangements made with social worker/SEND caseworker)
4. the preferable time of contact if agreed
5. who was spoken to, including child
6. the dates of contact and name of person who contacted
7. if contact has changed current risk assessment

This information should be kept safely but within easy access to staff that may need it. All safeguarding concerns and notes should be recorded as per normal safeguarding practice.

Communication plan with parents of vulnerable children

The school will ensure that there are systems in place for a named member of staff/group of staff (school and/or Children's Social Care) to make contact with named vulnerable pupils through phone calls, video- conferencing or through email. All methods should be approved by the senior leader as safe method of communication. If deemed necessary by Children's Social Care, some pupils will receive home visits.

Any member of staff phoning a family should use a school phone or disable caller ID if using a personal device. The school should take great care to safeguard contact details according to GDPR.

As per government guidance, home visiting should be kept to an absolute minimum and all other means of assessing the child's safety should be attempted beforehand. If current evidence confirms that a home visit is required, then this should only take place once the school have checked the situation of the family re. COVID19 and confirmed that there are no symptoms present. The school first should check to confirm if a social worker intends to conduct a visit; if the decision remains that the school visit then it should take place with a second adult i.e. another member of staff or key professional. . The school must follow the social distancing guidelines; check-in visits can be conducted from the doorstep.

Referrals to Children's Social Care must continue to be made in the usual way. The need to refer a child to social care is unlikely to decrease and may possibly increase during the period of lockdown, therefore schools must continue to refer or request a consultation to ensure children remain safe.

Communication with vulnerable children

For pupils who are risk assessed as being the most vulnerable, contact should take place with them directly (phone or video call), in line with the agreed actions from the assessment. There needs to be **coordination and communication** between the school leader and social care e.g. the child's social worker or early help staff to agree what is being asked and by whom. It may be necessary to continue some form of contact with a young person in year 11 who would ordinarily be on study leave depending on their level of vulnerability.