



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

COVID-19 SAFEGUARDING ARRANGEMENTS

ILKLEY GRAMMAR SCHOOL

Executive summary

From 20 March 2020 parents and carers were asked to keep their children at home, wherever possible, and for schools to remain open only for vulnerable children and those children of workers critical to the COVID-19 response - who absolutely need to attend.

It is important that schools remain safe places for children and this is why **Ilkley Grammar School** is continuing 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 - who cannot be safely cared for at home.

This Annex forms part of our Safeguarding and Child Protection Policy and contains the Safeguarding provision for students being educated both on and off site during COVID-19. It remains fundamentally the same and continues to have regard for the Keeping Children Safe in Education Statutory guidance (KCSIE) whilst taking into consideration our new ways of working and sets out the adjustments we are making in line with the changes to operational practice. This Annex has been produced in line with the Government Guidance contained in **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers** 27 March 2020.

In response to COVID19, communication is key. To ensure safeguarding is effective we are confirming all emergency contact details, current circumstances of our students and clear communication methods for staff, students, parents and carers during this time. The Annex will continue to be reviewed on a quarterly basis or as and when further Guidance is updated and issued by the Government.

Contents

1. Designated Safeguarding Leads
2. Critical Worker Definition
3. Vulnerable Children Definition
4. Identifying Vulnerable Children - COVID19
5. The Role of the Local Authority
6. Safeguarding Clusters
7. Keeping Children Safe in Education
8. Attendance
9. Reporting and Monitoring a Concern
10. Safeguarding Training and Staff Induction
11. Children Moving Schools
12. Safer Recruitment, Volunteers and Movement of Staff
13. Allegations or Concerns about Staff
14. New Staff or Volunteers
15. Mental Wellbeing
16. Peer on Peer Abuse
17. Online Safety in Schools
18. Online Safety away from School
19. Help and Support
20. Hub and Cluster Working Practices
21. References

1. Designated Safeguarding Leads

Ilkley Grammar School has a Designated Safeguarding Lead ('DSL').

The Designated Safeguarding Lead is: **Andy Calvert (Andrew.calvert@ilkleygs.co.uk)**

Emergency Contact Number: 07837 118073

The Deputy Designated Safeguarding Leads are: Mark Rignall and Sally Bishop

Emergency Contact Number: 07837 118786

Ilkley Grammar School has put in place measures to ensure that there is a dedicated and trained Safeguarding and Child Protection Team available to co-ordinate if either the DSL or Deputy DSLs are not in school at any time. Our new working pattern therefore ensures that a Child Protection (CP) trained member of the Leadership Team is always present in school when children are on site, and where this is absolutely not possible, remote advice is readily available from the DSL / Deputy DSL via phone, email or online video whilst working from home.

In the case of a cluster or hub school arrangement, **Ilkley Grammar School** will ensure an up to date **Information Sharing Agreement** is in place between the cluster / hub schools.

The CP trained senior leader on site will take responsibility for the coordinating of safeguarding. Such responsibilities will include, but are not limited to:

- Managing access to child protection files;
- Liaising with the offsite DSL (or deputy) as required;
- As required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school;
- Reporting any changes or concerns;
- Ensuring site safeguarding checks are carried out and recorded including register of daily attendance and that key staff including Heads of Year and Behaviour, Attendance and Outreach worker (BAO) are completing regular welfare checks and telephone calls to families of vulnerable students

2. Critical Worker Definition

Children with a parent or carer who is listed on the [government's critical worker list](#) should be considered for a school place, so long as their job cannot be done from home and it is not possible for the child to be cared for safely at home

Many parents working within these sectors will be able to ensure their child is kept at home and every child who can be safely cared for at home should be, to limit the chance of the virus spreading. **IGS** has contacted all parents/carers to establish whose children are eligible and will require a school place. The critical worker list is as follows:

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 and those specialist education professionals who must remain active during the 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, and 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 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, contractors and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the COVID-19 pandemic), 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 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 COVID-19 response, as well as 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 and waste disposal sectors.

3. Vulnerable Children Definition

Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans,

'looked after' children, young carers, disabled children and those with education and people up to the age of 25 with education with health and care (EHC) plans.

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 to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home.

Home support could include, if necessary, carers therapists or clinicians visiting the home to provide any essential services if applicable. Many children and young people with EHC plans can safely remain at home. **IGS** will ensure that any decision made will be logged and reviewed regularly and a confidential copy maintained on school systems of any communication, needs and subsequent attendance or checks.

4. Identifying Vulnerable Children - COVID19

There is the expectation that children who have a social worker **must** attend school during COVID19 partial closures, unless agreed and recorded otherwise.

IGS will have special consideration for the following groups of children:

- Children who are subject to a Child Protection Order;
- Children who have, or have previously had, a social worker involvement;
- Looked After Children;
- Previously Looked After Children;
- Children with an EHCP;
- Children in which the school have previous raised concerns;
- Children who are pending social care allocation;
- Children of keyworkers;
- Children in alternative education;
- Children who are being educated off site or at home.

IGS will operate a Risk Rating System to identify any child considered to be vulnerable.

	HIGH RISK	MODERATE	MARGINAL	LOW
RISK FACTOR	On the basis of the available information there are major concerns about one or more risk indicators which significantly threaten the safety of the child or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, or the reputation of the institution. Urgent action is required. Sanctions may be imposed.	On the basis of the available information there are concerns about a specific risk indicator or indicators and customised action is required to ensure the safety of the child or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, or the reputation of the institution. Sanctions may be imposed.	On the basis of the available information any risk to the child or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, reputation of the institution is marginal, and safeguarding compliance is satisfactory.	On the basis of the available information there is little or no risk to the child or young person, integrity of the staff, regulatory approval criteria, regulatory conditions, the reputation of the institution and safeguarding compliance is good.
ACTION	IGS is significantly struggling or unable to safeguard these students and CSC/Police should be contacted immediately for advice.	IGS is contacting these students regularly for substantial support including home visits as needed. MARF forms filled in as required	IGS is making contact although there are some reported problems they are well managed within the home.	Contact is made each week and the student/family report no significant problems
Minimum contact each week (by email or phone)	More than three times a week including home visits.	At least two times a week and possible home visit.	At least twice a week.	At least once a week

The DSL and or Deputies will ensure that any child identified as vulnerable through the Risk Rating system who is being educated off site, be that at a cluster / hub school or at home, will have a welfare call carried out regularly by a member of the pastoral team. The DSL will ensure that the welfare call is recorded and actioned appropriately and when necessary referred to other agencies.

This will be recorded in a confidential file on the school's intranet and if concerns are raised these will be escalated through to the appropriate routes.

In the event that the child is being educated at a cluster / hub school, **IGS** will continue to undertake a welfare call and will liaise with the cluster / hub school's DSL. Clear and effective communication will take place between **IGS** and the child's social worker, the local authority, virtual school head (VSH) for looked-after and previously looked-after children to ensure that a child does not fall off the statutory radar. It is important to remember that we continue to maintain a responsibility for the child's welfare even if the child is not being educated on site.

Where appropriate the child's individual plan will be shared with other agencies involved in their care, including a cluster / hub school. The Information Sharing Policy will represent current practice for cluster / hub school arrangements and a copy will be retained on file.

Children not meeting the 'vulnerable definition'

IGS will undertake as outlined above the Risk Rating system for any child they feel is vulnerable, even if the child does not fall into the 'vulnerable' definition contained within Government guidance. We will therefore adopt the same procedure and practice for any child identified as vulnerable that doesn't fall into the statutory vulnerable category. This will include, as outlined above, a regular welfare call, whereby a member of the wider safeguarding team as identified on our central spreadsheet will speak with the child directly and record any actions accordingly. When carrying out welfare calls, it is important that staff speak directly to the child and not just through a parent or carer.

5. The Role of the Local Authority

Ilkley Grammar School works in close partnership with Bradford MDC and our main contact throughout the COVID19 outbreak is Mr Michael Garside. The school receives regular updates from the strategic leadership team at Bradford MDC.

6. Safeguarding Clusters / Hubs

During COVID19 we are aware that there may be a situation whereby **IGS** hosts as a cluster / hub school or whereby our students will be educated off site at a neighbouring school. In the event of a collaborative cluster / hub school operation we will uphold the principles in Keeping children safe in education (KCSIE) and this Safeguarding Policy.

If we are to act as a host cluster / hub, we will continue to provide a safe environment and keep children safe. We will adhere to our Safer Recruitment Policy and ensure staff and volunteers have been appropriately checked. We will continue to update our single central record with any changes to staff and/or volunteers.

If we are to act as a host cluster / hub, where possible, we will ensure that we have a trained first aid responder and fire drill coordinator onsite. Our lead first aid responder is **Arron Davis** and our lead fire officer is also Arron Davis. We also have deputies for these roles and other first aid responders, and a fire marshal is on site each day.

In the event that we become a host cluster / hub we will ensure that any transferred staff from other schools understand and receive an induction training into our in-house fire drill, evacuation, lockdown and first aid procedures.

We will continue to have a fire drill as appropriate and our fire drill assembly point is **the tennis courts alongside the Armitage building**.

7. Keeping Children Safe in Education

The way in which **IGS** is currently operating in response to COVID-19 is fundamentally different to how we would normally operate, however, a number of important safeguarding principles remain the same:

- The welfare of children remains our key priority;
- The best interests of children will always continue to come first;
- If anyone in **IGS** has a safeguarding concern about any child, they will continue to act and act immediately;
- A DSL or deputy will be available, either onsite or remotely;
- Unsuitable people will not be allowed to enter the children's workforce and/or gain access to children;
- Children will continue to be protected when they are online.

We have adopted a whole school approach to safeguarding including policy updates in response to COVID-19. IGS is not weakening its approach to safeguarding or undermining our child protection policy, but is tightening procedures to represent current working practice in context to COVID19.

8. Attendance

IGS is following the **Coronavirus (COVID-19): attendance recording for educational settings** – updated 26 March 2020.

In the case of social worker involvement, we will liaise where necessary with the child's social worker to agree with the families whether the child in need should be attending the education provision provided. In all circumstances where a vulnerable child does not take up their place at school or discontinues we will notify their social worker immediately where contact has been unsuccessful.

If a child who is expected in school fails to attend, it will be followed up in accordance with our attendance policy and contact will be made with the parent, carer or social worker.

If contact has not been made by 09.30 on that day, this will then be reported to the DSL or Deputies. The school will attempt to make contact using a range of methods **such as telephone calls and schoolcomms**. If contact is unsuccessful a home visit will be arranged by the school or other appropriate agency.

In the case of a home visit being required, these are carried out by trained colleagues and CPOMS completed and logged (our online safeguarding system). **The risk of COVID19 will not override** the duty of care the school owe in ensuring the child is safe.

9. Reporting and Monitoring a concern

Whether a child is educated at home, off site at a cluster / hub school or in school, every member of staff and or volunteer holds a duty to report any concern they may have. We continue to adhere to the reporting procedures as outlined in our Safeguarding and Child Protection Policy.

If staff have any concern for a child, they will report it immediately to the DSL or Deputies. In response to COVID19, we have a dedicated safeguarding and child protection team available to ensure that there is always someone available to record and action a concern. This ensures due-diligence and accountability when reporting and referring.

Increased risk in safeguarding

Families will be under immense pressure at the moment and not every home will be a place of safety for the child. Some children will be living in a confined living space and a minority may be witnessing or be subject to an abusive household situation. Due to an increased strain on families both financially and emotionally, in response to COVID19, there is an increased requirement for safeguarding vigilance, reporting and monitoring.

Children's services may be working at a reduced capacity which will mean there is an additional prominence for persistent referring and the following up of any referrals made.

It is important that in response to COVID19 a concern is not disregarded and is followed up and there is evidence of any action that has been taken. If a member of staff is reporting a concern remotely, they will follow the procedure for remote referring:

Email or telephone call to the DSL or any member of the Leadership team and pastoral team as appropriate who will liaise with the DSL.

When a referral is made the DSL or Deputy DSL will follow this up and action appropriately.

In response to COVID19 it is appreciated that staff will be working at a stretched capacity, **IGS** has therefore implemented a dedicated safeguarding and child protection team whose role is to check and ensure any reports have been actioned and are being monitored efficiently.

10. Safeguarding Training and Staff induction

All existing **IGS** staff have undertaken safeguarding training and have read part 1 of Keeping Children Safe in Education (KCSIE). **IGS** is monitoring any updates or changes to Government guidance and/or local arrangement and are cascading this to all staff and or volunteers as required.

Where new staff are recruited, or new volunteers enter the school, we will provide them with a safeguarding induction. We will make all staff and volunteers aware of this Annex to the Safeguarding and Child Protection Policy.

IGS understands that in response to COVID19 there may be movement of staff between cluster / hub schools temporarily. On a case-by-case basis we will assess the level of safeguarding induction required.

IGS understands that every individual school will adhere to their own safeguarding and child protection policy and in most cases the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements. However, it is important than when operating a cluster / hub school model there is a clear, mutual comprehension of how to keep children safe in each individual setting.

11. Children Moving Schools

IGS fully understands that in response to COVID19 pupils may have to attend another school setting. We will provide, wherever reasonably possible, (in accordance to the Information Sharing Policy) the receiving institution with any relevant welfare and child protection information.

In the case of one of our students, who is a looked after child, attending a cluster / hub school offsite, this move will be managed by our Assistant Headteacher, who will communicate with the Virtual School Headteacher at Bradford MDC.

IGS will ensure that in a case of one of our students being educated at a cluster/ hub school offsite, we will make the receiving school aware of the reason the child is vulnerable and any arrangements which are currently in place to support them. Further details on hub and cluster school working can be found at the end of this annex.

12. Safer Recruitment, Volunteers and Movement of Staff

IGS continues to follow the Safer Recruitment Policy to ensure that people who are unsuitable are not allowed to enter the school in order to gain access to children. If we recruit new staff or volunteers, we will uphold our Safer Recruitment practice, taking into account Part 3 of Keeping Children Safe in Education.

In response to COVID-19, the Disclosure and Barring Service (DBS) have implemented COVID-19: Changes to DBS ID checking guidelines – 24 March 2020 which minimises the need for face-to-face contact.

With the COVID19 altered provision in place children could be at greater risk of abuse from staff or volunteers. Any concern will be reported immediately. If **IGS** utilises volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of Keeping Children Safe in Education. Under no circumstances will a volunteer who has

not been checked be left unsupervised or allowed to work in our school especially those in regulated activity.

13. Allegations or concerns about staff

IGS will continue to adhere to the whistle blowing policy. We understand the importance of maintaining the view that 'it can happen here'.

If necessary, we will make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of Keeping Children Safe in Education and the Teacher Regulatory Agency **Teacher Misconduct: referring a case – updated 28 March 2014**

During the COVID-19 period all referrals should be made by emailing:

Misconduct.Teacher@education.gov.uk.

14. New staff or volunteers

In the event of **IGS** being a host school in a cluster / hub, it is important that every new member of staff or volunteer read this policy and undertake a safeguarding induction with the DSL or other appointed person prior to starting. It is important that new members of staff or volunteers, even if working in another setting and only temporarily transferring over, are familiar with the reporting procedure and staff code of conduct at **IGS**. **(See end of annex 20)**

15. Mental Wellbeing

At this unprecedented time staff, students, parents and carers may be experiencing severe stress and anxiety. Everyone reacts differently to events and changes in the way that we think, feel and behave vary between different people and over time.

Teachers should be aware of this in setting expectations of students' work where they are at home and/or on site. Equally taking into consideration their own working arrangements and workload.

Mental health issues can bring about changes in a young people's behaviour or emotional state which can be manifested in a range of different ways, and that can be an indication of an underlying problem. Staff will have special consideration for:

- Emotional state (fearful, withdrawn, low self-esteem);
- Behaviour (aggressive or oppositional; habitual body rocking);
- Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

To support parents and carers, pupils and staff, **IGS** will take into consideration the below

factors.

- The importance on how to connect with and support others;
- The importance of voicing concerns;
- How to handle worries and concerns and coping strategies;
- The importance of physical wellbeing;
- The importance of sleep;
- Managing media and information;
- Understanding the facts;
- Focusing on positives and goal setting;
- Keeping an active mind;
- Worries about health and finance;
- Routine.

IGS will continue to have the provision of **Place2Be** who can provide help in the current circumstances. Our dedicated school manager is **Laraine Dawson** who can be contacted via laraine.dawson@ilkleygs.co.uk

The contact details of the pastoral care team are:

Year 7: clare.robun@ilkleygs.co.uk

Year 8: sarah.mcmanus@ilkleygs.co.uk

Year 9: lisa.hessey@ilkleygs.co.uk

Year 10: cath.walsh@ilkleygs.co.uk

Year 11: veronica.hepworth@ilkleygs.co.uk (also Behaviour and Attendance Officer)

Year 12: christine.merrall@ilkleygs.co.uk

Year 13: harriet.miller@ilkleygs.co.uk

Transition support manager from Year 6 to 7: sue.varley@ilkleygs.co.uk

16. Peer on peer abuse

In response to COVID19 closure or partial closure **IGS** recognises that there is an increased opportunity for peer-on-peer abuse to take place. We will continue to remain vigilant to signs and symptoms of such abuse taking place.

We have completed a risk assessment for any off education provision and continue to adhere to and follow Part 5 of Keeping Children Safe in Education.

Special consideration has been given to, but not limited to:

- Children educated off site;
- The use of the internet;
- Children being educated in mixed age groups;
- Increased vulnerabilities during this time.

All students at **IGS** are aware who to speak to if they have a concern using the contact details contained in section 19 of this Annex.

17. Online Safety in Schools

Many pupils will have an increased use of the internet in response to COVID19 which may put them at an increased risk. **IGS** will continue to provide a safe online working environment for our pupils.

IGS continues to operate an appropriate firewall, filtration and monitoring system. Staff are trained and are aware of the signs and signals of cyberbullying and other online risks. We also have appointed IT support officers, Simon Walpole and Phil Wallbank who students and staff can email.

IGS has taken guidance from the UK Safer Internet Centre to keep children safe whilst online.

18. Online Safety away from School

When asking our students to work online we place the child's safety at the highest priority.

IGS recognises that in response to COVID19 the majority of pupils will not physically be attending school. This increases their vulnerability and online safeguarding risk factors. Staff will be extra vigilant during remote interactions with students and report any concerns they may have in accordance with our reporting systems and Safeguarding and Child Protection policy. Where necessary, concerns will be referred to social services and if required the police. Staff and volunteers will be made aware of the importance of keeping themselves safe online.

We ensure that any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Staff

Where possible, school staff and students should work from home using remote access. This limits the risk to the child and reputational damage to the school and staff.

For staff, **IGS** adopts the same principals for online learning as is set out in our staff behaviour policy or code of conduct. As an iPad school this is already well established with staff and students familiar with email protocols and using technology as a learning and communication tool. For clarity, this includes, but is not limited to:

- Acceptable use of technologies;
- Staff pupil/student online relationships;
- Communication, including the use of social media;
- Minimum expectations;
- Online safety;
- Essential rules for remote teaching;
- SENCO and pastoral care team;
- Subject leaders and tutors;

Students and families

For students, parents or carers, **IGS** adopts the same principles for online learning as set out

in the behaviour policy. (Personal Best Policy).

IGS will maintain continued communication with parents and carers during this time to reinforce the importance of safe online learning. Advice will be given such as, but not limited to:

- Confirmation of online tools and or sites that the school will be using/if using;
- Confirmation of what students may be asked to do online;
- Confirmation as to who their child will be interacting with online;
- Confirmation as to whether other students will be able to access their child via the online platform;
- Allowing the parent or carer the opportunity to voice any concerns;
- Monitoring the search history;
- Maintaining open communication with the student about online safety;
- How to report a concern;
- Ensuring any face-to-face online sessions take place in an appropriate central home location.

IGS will ensure parents and carers understand the importance of safe online procurement if wishing to engage in a supplementary online learning resource or tutor for their child. It is important that parents and carers understand that anyone having access to their child should be vetted appropriately and should be procured through a reputable source. **Not everyone offering a service in response to COVID19 will have good intentions.**

Parents and Carers at **IGS** are provided with links to lists of support services including via the school website. **IGS** appreciates that not every child will have access to computer or internet facilities in the home. We will ensure that age appropriate resources are sent to any child who cannot access an online provision. In the case whereby a child is unable to access online facilities and in accordance with the risk rating system, the child will be contacted as appropriate with a welfare call.

Children are able to report any concerns they have online back to the school and externally using the details contained in section 19 of this Annex.

19. Help and Support

IGS has ensured that both parents and pupils have an open line of communication with the school. There is a dedicated off-site contact email: admin@ilkleygs.co.uk or while school is open via telephone 01943 608424

All children have been made aware how to report a concern remotely.

ChildLine: 0800 1111 who are operating a 9am – Midnight service in response to COVID19.

UK Safer Internet Centre: <https://reportharmfulcontent.com/report/>

CEOP: <https://www.ceop.police.uk/ceop-reporting/>

Police: 999 if the child is in immediate danger.

Staff

IGS has ensured that there is an open communication line for all staff. This takes place via our regular email system and IGSNet.

In the event of **IGS** clustering with another school all transferring staff will be provided with contact details and will be shown in their induction training who and when to contact.

General

The Department for Education COVID-19 helpline:

Email: DfE.coronavirushelpline@education.gov.uk

Telephone: 0800 046 8687

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

Young Minds Crisis Messenger: 85258 – free text service for 24/7 support

NSPCC Helpline:

Phone: 0808 800 5000

Email: help@nspcc.org.uk

Mind: www.mind.org.uk

20. Cluster and hub school working practices

If possible, before any student at IGS moves to a cluster school, we will **securely** give the receiving school access to the vulnerable child's:

- EHC plan;
- Child in need plan;
- Child protection plan;
- For looked-after children, their personal education plan;
- Social worker details;
- Virtual School Headteacher with responsibility details.

In addition to the above, we will ensure that any additional information relevant to the child, including medical conditions and allergies, are logged and registered appropriately. Any medication which the child takes will be stored and handled in accordance with our first aid policy.

In the case that the information is unable to be transferred before arrival, **IGS** will **securely** send the information as soon as is reasonably practicable, in any case no later than 2 days upon

arrival.

IGS will ensure, where it is practical, that any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. If this is not possible, through our Leadership team or pastoral key worker (HOY / BAO)

IGS will continue to have appropriate regard to data protection and GDPR. We will share information for the purposes of keeping children safe.

In the event of a child being educated offsite, any information or concerns will be recorded on our safeguarding system and a copy securely given to the receiving school DSL.

In the event that **IGS** becomes the host cluster / hub school we will continue to follow our own internal safeguarding and child protection policy and procedures in keeping children safe. We will request that as above any information relating to a child that is not a student at **IGS** is to be transferred securely to our DSL or Deputies, where practical prior to the child's arrival onsite. It is important that key contact and medical details are up to date for transferring children.

A risk assessment will be implemented and maintained for any new information received. In the event of clustering, **IGS** will continue to have an open line of communication between the cluster / hub school to ensure there is a clear line of reporting and escalation if necessary, to keep children safe. If practical, there will be meetings taking place (virtual or in person) to address the needs and possible changing needs of the child.

In the case of a cluster school, **IGS** will ensure that the temporarily transferring member of staff's DBS record is inspected. A record will be made and upheld on our single central record.

The single central record will also be used to log details of any risk assessments carried out on volunteers and staff temporarily transferring from another school.

The Government have issued guidance, contained in **Coronavirus (COVID-19): guidance on vulnerable children and young people** - Updated 27 March 2020; that for a workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children.

If **IGS** is the receiving institution for a cluster / hub school, we will risk assess all members of staff transferred. Where possible new checks will be undertaken but if not possible, an assurance from the current employer will be received and recorded in writing. We will ensure that even with the cluster / hub school arrangement we will be aware, on any given day, which staff/volunteers will be in the school and to ensure that appropriate checks have been carried out and photographic proof of identity will be held.

Any staff or volunteer new to **IGS** will complete a safeguarding induction. In the case of staff or volunteers transferring to IGS evidence and confirmation will be sought from the home school of:

- Safeguarding training;
- Photo identification;
- Confirmation they have read policy and procedure including annex 1 to KCSIE;
- DBS check as appropriate, especially where it is a regulated activity;
- Risk assessment in place;
- Contact details.

IGS will ensure that any changes will be updated on the single central record immediately.

21. References

- Coronavirus (COVID-19): guidance on vulnerable children and young people - Updated 27 March 2020
- Guidance for schools about temporarily closing - Updated 27 March 2020
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers - Published 27 March 2020
- COVID-19: Changes to DBS ID checking guidelines – 24 March 2020
- Questions from the Governing Board – updated 2 November 2016.
- Keeping Children Safe in Education
- Working Together to Keep Children Safe
- Teacher Misconduct: referring a case – updated 28 March 2014
- Safer Recruitment Policy
- Attendance Policy
- Whistle Blowing Policy
- First aid policy
- Staff behaviour policy – code of conduct
- Personal Best policy