

**COVID-19 SAFEGUARDING ARRANGEMENTS**

ILKLEY GRAMMAR SCHOOL

JANUARY 2021

## Executive summary

From January 5<sup>th</sup>, 2021 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 - 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 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** March 2020 and other associated government directives, particularly the most recent updates such as 8 January 2021.

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.

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## 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 and Assistant Designated Safeguarding Leads are: Sally Bishop and Veronica Hepworth

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, then a member of the Leadership Team who is a trained Named Person is available on site. Our working pattern ensures that a 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 safeguarding team and available to be contacted via phone, email or online video whilst working from home.

The senior leader on site will take responsibility for the co-ordination 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, 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 Director of Behaviour, Attendance and Outreach 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 can be considered for a school place, at parental request. The most recent guidance issued on 8 January states that: "Parents whose work is critical to the coronavirus and EU transition response include those who work in health and social care and in other key sectors outlined in the guidance. Children with at least one parent or carer who is a critical worker can go to school or college if required, but parents should keep their children at home if they can."

### Critical workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections. Children with at least one parent or carer who is a critical worker can go to

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school or college if required, but parents and carers should keep their children at home if they can.

### **Health and social care**

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

### **Education and childcare**

This includes:

- childcare
- support and teaching staff
- social workers
- specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

### **Key public services**

This includes:

- those essential to the running of the justice system
- religious staff
- charities and workers delivering key frontline services
- those responsible for the management of the deceased
- journalists and broadcasters who are providing public service broadcasting

### **Local and national government**

This only includes those administrative occupations essential to the effective delivery of:

- the coronavirus (COVID-19) response, and the delivery of and response to EU transition
- essential public services, such as the payment of benefits and the certification or checking of goods for import and export (including animal products, animals, plants and food), including in government agencies and arm's length bodies

### **Food and other necessary goods**

This includes those involved in food:

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

### **Public safety and national security**

This includes:

- police and support staff
- Ministry of Defence civilians
- contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak and EU transition)
- 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 and border**

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response and EU transition, including those working on transport systems through which supply chains pass and those constructing or supporting the operation of critical transport and border infrastructure through which supply chains pass.

### **Utilities, communication and financial services**

This includes:

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- staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure)
- the oil, gas, electricity and water sectors (including sewerage)
- information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response
- key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services)
- postal services and delivery
- payments providers
- waste disposal sector

### 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 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;

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- 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.
- Those who may have difficulty engaging with remote education due to home circumstances
- Those who are at risk of NEET (not in employment, education or training)
- Others at our discretion who need to attend to receive support or manage risks to their mental health

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

	<b>HIGH RISK</b>	<b>MODERATE</b>	<b>MARGINAL</b>	<b>LOW</b>
PDW	<b>Red</b>	<b>Amber or Red</b>	<b>Amber or Green</b>	<b>Blank or Green</b>
<b>RISK FACTOR</b>	On the basis of the available information there are major concerns about one or more risk indicators which significantly threaten the safety 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.
<b>ACTION</b>	<b>Immediate Actions Required</b>	<b>Actions Required</b>	<b>Modifications Suggested</b>	<b>No action required or suggestions towards improvements/ best practice</b>

The DSL and/or Deputies will ensure that any child identified as vulnerable through the Risk Rating system and Personal Development Markers who is being educated off site, be that at a cluster school or at home, will have, in addition to the monitoring of online engagement in lessons on a daily basis a weekly welfare call carried out regularly by a member of the pastoral

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team. The DSL will ensure that the welfare call or contact is recorded and actioned appropriately and when necessary referred to other agencies.

This will be recorded in a central Leadership file on IGSnet and if concerns are raised escalated through to the appropriate routes.

In the event that the child is being educated at alternative provision, **IGS** will continue to undertake a welfare call and will liaise with the 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 the alternative provision .

### **Children not meeting the 'vulnerable definition'**

**IGS** will undertake as outlined in the personal development and welfare markers 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 does 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 and actions accordingly. When carrying out welfare calls, it is important that staff speak directly to the child and not 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 Martyn Hannan Tel. 07816 117843  
Martyn.hannan@braford.gov.uk. The school receives regular updates from the strategic leadership team at Bradford MDC.

## **6. 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 immediately;
- A DSL or DDSL will be available, either onsite or remotely;



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- 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 procedure to represent current working practice in context to COVID-19.

All policies are reviewed regularly by the senior leadership team and governing body and are being updated accordingly. Any updates made are subsequently cascaded to staff through IGSNet to shape best safeguarding practice.

### 7. Attendance

**IGS is following the Coronavirus (COVID-19): attendance recording for educational settings – January 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 to our attendance policy and contact will be made with the parent, carer or social worker.

**If contact has not been made by 11 am 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, this will be carried by IGS staff who are trained ex police officers and CPOMS completed and logged. The risk of COVID19 will not override the duty of care the school owe in ensuring the child is safe.

### 8. Reporting and Monitoring a concern

Whether a child is educated at home, off site 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 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.

### **9. 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) September 2020. **IGS** is monitoring any updates or changes to Government guidance and/or local arrangement and are cascading this to all staff and or volunteers.

We have implemented a robust reporting system in place during COVID19 to ensure remote reporting is accessible and the variation in operation is taken into consideration.

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.

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**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 school model there is a clear, mutual comprehension of how to keep children safe in each individual setting.

## **10. 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.

## **11. 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**

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

[Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk).

## 12. New staff or volunteers

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**.

## 13. 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](mailto:laraine.dawson@ilkleygs.co.uk). In addition, we have a member of staff, **Nat Adams** who is our **Mental Health and Well-being Champion**. As part of his role, he regularly signposts avenues of support on our website, to students and parents directly and through tutor sessions and PBT.

The contact details of the pastoral care team are:

Year 7: Ben.Leeming@ilkleygs.co.uk

Year 8: [clare.robun@ilkleygs.co.uk](mailto:clare.robun@ilkleygs.co.uk)

Year 9: [sarah.mcmanus@ilkleygs.co.uk](mailto:sarah.mcmanus@ilkleygs.co.uk)

Year 10: [lisa.hessey@ilkleygs.co.uk](mailto:lisa.hessey@ilkleygs.co.uk)

Year 11: [cath.walsh@ilkleygs.co.uk](mailto:cath.walsh@ilkleygs.co.uk)

Year 12 and 13: [harriet.miller@ilkleygs.co.uk](mailto:harriet.miller@ilkleygs.co.uk)

Transition support manager from Year 6 to 7: [sue.varley@ilkleygs.co.uk](mailto:sue.varley@ilkleygs.co.uk)

Transition support manager for Years 8 and 9: [william.spivey@ilkleygs.co.uk](mailto:william.spivey@ilkleygs.co.uk)

Transition support manager for Years 10 and 11: [sarah.headington@ilkleygs.co.uk](mailto:sarah.headington@ilkleygs.co.uk)

Mental health and well-being champion: [Nathanael.adams@ilkleygs.co.uk](mailto:Nathanael.adams@ilkleygs.co.uk)

#### 14. 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 and Child Criminal Exploitation 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 an off and onsite 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 17 of this Annex.

#### 15. 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 an appointed IT support officer Simon Walpole who students and staff can email.

In response to COVID19, our Governing Body have reviewed our safeguarding procedures in July 2020.

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

### **16. 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 a remote access use. 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;
- SENDCO and pastoral care team;
- Subject leaders and tutors;

#### **Students and families**

For students, parents or carers, **IGS** adopts the same principals 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:

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- 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.

Parents and Carers at **IGS** are provided with links to lists of support services including via the 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 including sending Wi-Fi cards to students without Wi-Fi access at home. 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 daily with a welfare call.

Children are able to report any concerns they have online back to the school using the details contained in section 17 of this Annex.

## 17. 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 number **admin@ilkleygs.co.uk**

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, IGSNet and CPOMs.

## 18 General

### **The Department for Education COVID-19 helpline:**

Email: [DfE.coronavirushelpline@education.gov.uk](mailto: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](mailto:help@nspcc.org.uk)

**Mind:** [www.mind.org.uk](http://www.mind.org.uk)

## 19. References

- Coronavirus (COVID-19): guidance on vulnerable children and young people - Updated 8 January 2021
- Guidance for schools about temporarily closing -
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers -
- COVID-19: Changes to DBS ID checking guidelines –
- Questions from the Governing Board –
- Keeping Children Safe in Education
- Working Together to Keep Children Safe
- Teacher Misconduct: referring a case –
- Safer Recruitment Policy
- Attendance Policy
- Whistle Blowing Policy
- First aid policy
- Staff behaviour policy – code of conduct
- Personal Best policy