



Mayville Primary School

COVID-19 Policy

Approved by: Board of Trustees **Date:** 7 January 2021

Last reviewed on: January 2021

Next review due by: Working Document

This policy has been written to cover the operational procedures necessary for Mayville Primary school to protect its pupils, visitors and staff from the risks presented by coronavirus (Covid-19) infection.

WHAT IS CORONAVIRUS?

The World Health Organisation defines coronaviruses as a family of viruses that cause infectious illness ranging from very mild to very severe diseases such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). Covid-19 has spread all over the world, initiating a global public health pandemic.

HOW IS CORONAVIRUS SPREAD?

It is understood that the virus is highly infectious and moves from person to person in droplets from the nose or mouth which are spread when a person with Covid-19 coughs or exhales. Also, the virus can survive for up to 72 hours out of the body on surfaces.

People can catch Covid-19 directly if they breathe in the droplets or indirectly if they touch infected surfaces and then touch their eyes, nose or mouth.

It is known that infected individuals who show no symptoms may still be able to pass on the virus, especially in the early stages of infection. This is described as an asymptomatic spread.

WHAT ARE THE SYMPTOMS?

The NHS recognise the main symptoms of coronavirus Covid-19 infection as fever and high temperature, a new, continuous dry cough and/or loss or change to the sense of smell or taste. Other less common symptoms include aches and pains, nasal congestion, headache, tiredness and fatigue. Symptoms begin gradually and are usually mild.

Most people (about 80%) recover from the disease without needing special treatment. A small percentage can become seriously ill and develop difficulty breathing. This is particularly dangerous for people with weakened immune systems, for older people, and for those with long-term conditions such as diabetes, cancer and chronic lung disease.

PREVENTION AND SELF-ISOLATION

The following general "handwashing and respiratory hygiene" precautions should be taken to help prevent spreading the virus:

- cover the mouth and nose with a tissue or sleeve (not hands) when coughing or sneezing (Catch it, Bin it, Kill it)
- put used tissues in the bin straight away
- wash hands with soap and water often — wash for 20 seconds and use hand sanitiser gel, if soap and water are not available
- try to avoid close contact with people who are unwell
- clean and disinfect frequently touched objects and surfaces
- do not touch eyes, nose or mouth if hands are not clean.

The government also requires people to "self-isolate" if they have symptoms or if they have been tested and are found to be infected. This means staying at home and not leaving their house for 10 days from when the symptoms started. Those who live in a household with others should stay at home for 10 days from the day the first person in the house became ill.

PUBLIC HEALTH INFORMATION

The Covid-19 pandemic has presented an unprecedented and fast-moving crisis throughout the UK, which has placed enormous pressure on health and social care systems and emergency services and national and local government. The response from public health and education authorities has been a rapidly evolving one and official guidance has repeatedly changed throughout the pandemic.

The school will keep up to date with the latest public health and government information about coronavirus risk in the UK. The senior leadership team and headteacher will maintain close links with local health protection teams and will be responsible for circulating essential information to staff, pupils and parents. Staff will do all they can to combat misinformation.

STAYING HOME AND SOCIAL DISTANCING

In March 2020 the government announced a countrywide "lockdown" with the temporary closure of places where people gather and meet, such as pubs, restaurants, cafes, non-food shops, gyms, cinemas, churches and leisure centres. Schools and early years childcare were also closed with a partial service remaining open to support certain children. People were urged not to travel and to stay at home. They were permitted to go outside only when shopping for necessities, medical or care needs, and exercise.

Schools were reopened for the 2020 autumn term as part of the phased relaxation of the lockdown. However, a "second wave" of infection combined with the pressures of winter illnesses to necessitate a second lockdown through November and introducing a three-tiered system of local restrictions that it is proposed will remain in place through the early part of 2021. Schools were not forced to close during the second lockdown but due to the high infection rate of the new strain of Covid, London schools, are to close again, for initially the first two weeks of January.

The school will keep staff informed about both national guidance and local transmission rates. It will comply fully with any restrictions imposed or any requirement for mass testing.

SCHOOL SAFETY MEASURES

The safety of our pupils, staff and parents is the highest priority of the school. In order to protect them as far as it can, the school will fully implement all official guidance from the Department for Education (DfE) and Public Health England (PHE) relevant to minimising the transmission of the Covid-19 virus and ensuring the safety of pupils and staff.

All staff shall be familiar with the guidance, which includes:

- *Guidance for full opening: schools*
- *Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)*
- *Face coverings in education.*

Controls will be based upon a risk assessment carried out by the senior leadership team and regularly updated with input from departmental heads, governors, health and safety leads and staff representatives.

In school, three key infection control measures will be applied:

- a requirement that children or staff who are ill stay at home
- robust measures covering hand and respiratory hygiene
- enhanced environmental cleaning arrangements.

The controls will be supported by a wide range of further measures, including:

- active engagement with the NHS Test and Trace system
- reasonable measures to reduce contacts between pupils, staff and visitors, wherever possible, and maximising "social distancing"
- the appropriate use of face masks
- staff health and wellbeing plans.

Details of the risk assessment and control measures will be disseminated to all staff. Every effort will be made to ensure that parents and carers are kept informed of the school's actions to keep open and maintain safety; where necessary plans will be discussed with local authority public health teams.

STAFF AND PUPIL SICKNESS

In school:

- staff who are unwell with suspected Covid-19 or who have come into contact with an infected individual or who share a household with someone who is unwell, should not come to work but must comply with the latest government advice about self-isolating themselves in their home
- unwell pupils should stay at home
- pupils or staff who become unwell while on the school site with a new, continuous cough or a high temperature or loss of sense of taste or smell will be sent home.

An unwell pupil should be isolated in the medical room while waiting to be picked up. The door should be closed, and a window opened for ventilation. Staff looking after them while they wait will wear appropriate personal protective equipment as advised in *Safe working in education, childcare and children's social care settings, including the use of personal protective equipment (PPE)*.

If clinical advice is required, the pupil (or their teacher, parent or guardian) should go online to NHS 111 (or call 111 if they do not have internet access). In an emergency, 999 should be contacted if they are seriously ill or injured or their life is at risk.

REDUCING CONTACT

As indicated in the risk assessment, the school will make appropriate arrangements to enable staff and pupils to manage their face-to-face contacts and maintain safe social distancing, wherever possible. The purpose is to reduce the transfer of the virus between individuals.

Methods used will be informed by DfE and PHE advice, including *Guidance for full opening: schools*.

Arrangements will include:

- grouping pupils together in learning bubbles (year groups)
- allocating teaching staff to work consistently to particular learning bubbles wherever possible
- keeping groups apart to avoid contact between them
- keeping groups in one classroom as much as possible and reducing movement around the school
- staggering timetables to achieve social distancing between groups
- staff maintaining distance from pupils and other staff as much as possible
- parent/teacher face-to-face contact will be minimised by asking parents to communicate with teachers, where possible, by phone or by email – any face-to-face contacts will be conducted with appropriate social distancing
- only essential visitors will be allowed on school's premises, such as contractors, social workers, educational psychologists and speech and language therapist.

WEARING FACE MASKS IN SCHOOL

The DfE guidance *Face coverings in education*, states that primary school children do not wear face covering in school but recommend staff and visitors wear face masks in communal spaces where social distancing cannot be maintained.

Where face coverings are required it is vital that they are worn correctly. In school:

- clear instructions must be provided by staff to pupils on how to put on, remove, store and dispose of face coverings to avoid inadvertently increasing the risks of transmission
- a small contingency supply of masks should be kept for visitors who need one

SUPPORTING RESPIRATORY AND HAND-HYGIENE

Effective hand hygiene is known to reduce the chance of the Covid-19 virus being passed on indirectly by touch. Staff and pupils should be encouraged to clean their hands regularly during the day, including when they arrive in school. Hand cleaning "routines" may be introduced.

Respiratory hygiene refers to catching coughs and sneezes in tissues and then disposing of these in an appropriate manner. Tissues and bins will be made available throughout the school. Bins will be regularly emptied.

PROVIDING A COVID-SAFE SCHOOL ENVIRONMENT

The school will make appropriate adjustments to its premises to enable staff and pupils to maintain social distancing and comply with high standards of respiratory and hand hygiene.

Adjustments may include:

- classrooms will be arranged with well-spaced and forward facing desks
- adequate space will be left between front desks and the area where the teacher would normally stand
- "group" table arrangements will only be in EYFS and Year 1
- "one-way" routes in corridors and stairways
- adequate hand hygiene facilities will be in place for all classes and groups, including suitable hand washing facilities and/or hand sanitiser
- hand sanitiser use should be supervised to prevent risks related to ingestion.

Premises adaptations should include measures to increase ventilation where possible. Staff will support these modifications by taking action to ventilate areas where they are working. Natural ventilation will include the opening of windows and doors, except for fire doors.

ENHANCED SCHOOL SITE CLEANING

Enhanced school cleaning schedules will be in place throughout the pandemic. These will be managed in collaboration with the cleaning contractors and premises officers.

Frequently touched surfaces will be cleaned on a more regular basis. Such surfaces will include:

- toilet and handwashing areas
- flush levers and taps
- door handles
- handrails
- table tops
- computers, mice and computer keyboards.

If a person with suspected or confirmed Covid-19 infection has been present in the school, or in the case of an outbreak, additional "deep clean" arrangements will be implemented using appropriate disinfectant, as advised in [COVID-19: cleaning in non-healthcare settings outside the home](#) published by PHE. In an outbreak situation, the school will work closely with Waltham Forest Public Health.

SCHOOL TRANSPORT, DROP-OFF AND PICK-UP ADJUSTMENTS

In the school:

- staggered start or finish times will be used to reduce the number of pupils arriving or leaving together - details will be communicated in timely fashion to parents
- parents will be asked to wear face masks and to not to gather at the school gates
- arrangements will be in place for pupils to take their face coverings off on arrival at the school and wash their hands - reusable coverings should be kept in plastic bags until home time.

SEND PUPILS, HEALTH PLANS AND SAFEGUARDING

This school is very aware that the pandemic has placed unprecedented pressure on both pupils and parents and that some families may have struggled with problems related to issues, such as illness, poverty, bereavement, stress, mental health and domestic violence during the lockdown. They may also have found themselves without their normal support mechanisms. All school staff

shall therefore be especially vigilant to identify vulnerable pupils who may require additional support through established pastoral and safeguarding arrangements.

SUPPORT FOR HOME LEARNING

The school is aware that some pupils may not be able to attend school at some times, particularly during local lockdown, or if pupils or their families are infected with Covid-19 and have to self-isolate. In such cases the school will immediately transfer to remote home learning as they did during the lockdown. (Appendix A – Remote learning)

TESTING, TRACKING AND TRACING

A nasal/throat swab test is available to confirm the presence of the virus. Tests can be performed in regional drive through centres or via home testing kits. Anyone who experiences any coronavirus symptoms can get a free test, including all pupils, teachers, and school staff.

Staff and pupils who have symptoms or who test positive must stay at home and not attend for work or school. Parents/carers should book a test if they or their child are displaying symptoms.

In the UK the NHS Test and Trace system is operative. It involves identifying and isolating people who are infected and then tracing those who may have been in contact with them. These people can then be tested and isolated as required.

The school will fully support testing and tracing. Further information can be found from the online document, *NHS Test and Trace: how it works.*

The school will take swift action if staff become aware that someone who has attended has tested positive for coronavirus. The headteacher will immediately contact the Waltham Forest Public Health team for advice.

STAFF HEALTH AND WELLBEING

The school will make every effort to support its staff and their health and wellbeing is a key priority. Every effort should be made to consult with staff and keep people safe and informed.

The government has advised that schools are regarded as "low risk" settings and that staff who have been considered high-risk or "extremely vulnerable" due to underlying health conditions

during the height of the pandemic should be safe to return to work provided appropriate safeguards are in place, including robust hand hygiene and social distancing arrangements. All face-to-face teaching activities will be covered by risk assessments completed by the Welfare Officer and the SLT as required. Where additional reasonable adjustments are required, these will be applied and kept under review. Staff who have ongoing concerns, particularly those who have been considered moderate or high risk, should discuss these with the headteacher.

VACCINATION

This school is aware that a vaccine delivery programme has begun in the UK. The programme will initially address vulnerable at risk groups and will continue throughout 2021 to ensure that all adults are offered vaccination. The school will support all staff to attend and obtain a vaccination when they are eligible to do so. The school is aware that, at present, the vaccine is not licensed for use with those under 16 years of age.

PIMS

The COVID-19 linked syndrome affecting children. This syndrome is very rare, and most children will not be seriously affected.

Any child who is seriously unwell needs to be treated quickly – whatever the illness. **If the child has a temperature of 38° or higher, cold hands and feet and is sleepy**, parents or carers will be contacted immediately and advised to seek immediate medical attention for their child.

BUSINESS CONTINUITY PROCEDURES AND PANDEMIC RECOVERY PLANNING

In addition to the school's general business continuity and recovery planning policies, the school recognises the need to have a separate pandemic contingency plan and procedure. This is because a general business continuity plan focuses on a short-term recovery programme. In contrast, the effects of the coronavirus pandemic are likely to last many months.

The following procedure sets out key contingency measures to be introduced in this school:

- the situation will be kept under review by the senior leadership team who will work alongside trustees to ensure the safety of staff and pupils as their primary concern

- information will be provided to staff via email and through team meetings - as well as other important information, they will be briefed on the symptoms of the virus and who to contact should they believe that they or a pupil may have the virus – unnecessary meetings will be cancelled and greater use made of digital/virtual communication in order to reduce people contacts
- during any national or local lockdown staff whose role enables them to work from home will be supported to do so
- staff who are required to self-isolate themselves at home if they or a member of their family has the virus will be fully supported by the school – they should inform the school at the earliest opportunity of their status
- school staffing will be reviewed on a daily basis and contingency plans put in place to ensure that the school remains open wherever possible – this will be done whether the school is fully open or running partially closed
- during any national or local lockdown teaching staff will explore all means of using virtual/digital communication systems to support pupils who are at home
- during any local lockdown caused by high virus transmission rates, the school will discuss safety with any staff who are classified as extremely clinically vulnerable – the school recognises that additional adaptations may be required to ensure safety in such circumstances
- a similar review will be carried out with parents of any pupils who are similarly classified - health and support plans should be adjusted as necessary
- if it becomes impossible for the school to maintain even a reduced service due to staffing constraints the school will work with the local authority to make alternative arrangements – in such an event the school will inform parents at the earliest opportunity.

Phase leaders will be responsible for ensuring that their team understand the school's risk assessment and should speak to the SLT if they have any questions or concerns.

MONITORING AND REVIEW

This policy will be continuously monitored and updated by the trustees and headteacher to take account of any changes to the official advice provided about coronavirus.

REMOTE LEARNING

Teaching Staff will:

- share teaching and activities with their class through Google classroom as well as the workbooks, school's website and regular communication with parents; this will include mini-videos modelling the relevant content;
- continue teaching in line with current, extensive planning that is already in place throughout the school;
- accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this and the workbooks allow for this to be delivered in line with the needs of the pupils;
- keep in contact with children through the Google classroom, and via telephone and email where relevant. All parental contact will be tracked and evaluated to ensure that the school continues to discharge its safeguarding duties;
- dedicated regular wellbeing phone calls to connect and check up on the children;
- reply to messages, set work and give feedback on activities during the regular teaching hours 9:00 am - 3:30 pm; This feedback will be as soon as reasonably possible.(parents must be aware that this may not be instant);
- allow some flexibility in the completion of activities, understanding that the circumstances leading to our closure may affect families in several ways;
- take regular breaks away from the technology to engage in other professional duties as much as circumstances allow; and
- if unwell themselves, be covered by another staff member for the sharing of activities.

Children will:

- be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- potentially work a day or two behind what has been shared through the Google classroom, the paper packs and workbooks. They will be able to provide these for review when they return;
- only send messages and queries that are concerning tasks set by the teacher or in response to questions the teacher may ask them directly;

- only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- read daily, either independently or with an adult; and
- consider using the school closure time to learn a new skill, follow their interests, discover more about the world around us or be creative.

Parents will

- support their child's learning to the best of their ability and seek help where required.
- encourage children to access and engage with Google classroom, and the paper packs provided as well as any communication from their teacher;
- ensure children access the wellbeing and teacher catch up sessions
- know they can continue to contact their class teacher as usual if they require the support of any kind through Google classroom;
- check their child's completed work each day and encourage the progress that is being made;
- be mindful of the mental wellbeing of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air, participate in the PE videos and relax; and
- read with their children every day for 15 minutes or more.



Child protection during the COVID-19 measures

Annex to Child Protection policy – version 1.0

Approved by:

Date: 04.01. 2021

Last reviewed on: 04.01. 2021

Next review due by: Weekly

CONTEXT

From 4th January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. This appendix to Mayville Primary School's Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements.

VERSION CONTROL AND DISSEMINATION

This is version 1.0 of this annex. It will be reviewed by our designated safeguarding lead (DSL) or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website and is made available to staff by email and saved centrally on the T-drive.

We will ensure that on any given day all staff and volunteers in attendance will be aware of whom the DSL and deputy DSL's are and how staff and volunteers can to speak to them.

SAFEGUARDING PRIORITY

During these challenging times, the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

The Designated Safeguarding Lead (DSL) for Child Protection is Nicola Quince

Contact details: nicola.quince@mayville.waltham.sch.uk

The deputy designated leads are:

Beverley Komorowska

Contact details: beverley.komorowska@mayville.waltham.sch.uk

Eileen Clarke

Contact details: eileen.clarke@mayville.waltham.sch.uk

Hannah Roberts

Contact details: hannah.roberts@mayville.waltham.sch.uk

Natasha Brown

Contact details: natasha.brown@mayville.waltham.sch.uk

Tracy Young

Contact details: tracy.young@mayville.waltham.sch.uk

The deputy designated lead is:

Bilkis Ahmed

Contact details: bilkis.ahmed@mayville.waltham.sch.uk

VULNERABLE CHILDREN

Vulnerable children include those who have a social worker and those children with education, health and care (EHC) plan. 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 school support, or a 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 and of itself should not be the determining factor in assessing vulnerability.

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

Mayville Primary 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. The lead person for this will be Nicola Quince.

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

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

CONTACT WITH VULNERABLE PUPILS

It is important to maintain contact with all families/pupils who the school has defined as vulnerable (this includes CIN, CP, Children with EHC plans and those with a MHC plan and others where there have been recent concerns. The DSL should RAG rate all vulnerable children. The risk category will determine the minimum levels of contact which should be adhered to. This list should be reviewed weekly by the DSL.

Risk Category	Level of need	Frequency and type of communication
RED	Most risk of harm or neglect are fewest. Protective factors. This would include those with a Child Protection Plan or Child in Need Plan.	Contact should be made by a DSL or allocated social worker x2 per week. One of these contacts should be face-face e.g. doorstep checks/face time, but the other could be via telephone (unless high risk). Additional visits may also be made by other professionals. This should include a dialogue with the child.
AMBER	Moderate risk of harm but with some protective factors. This would include those children who have an Educational Health Care Plan and Medical Health	Contact should be made by a DSL x 1 a week. This contact should be via telephone and should include a dialogue with the child.

	Care Plan	
GREEN	Some concerns escalating or unmet needs. This could include those who have been identified as red or amber but now need monitoring. Also those receiving support from Early Help.	Contact should be made by a nominated person x 1 a week. This can be greater if the DSL feels it is appropriate. The contact should be made by telephone - either by the DSL or another nominated member of staff, e.g. class teacher.

In the event that a DSL has been unable to make contact with the family on the nominated day of communication, the allocated social worker should be alerted immediately. If the allocated social worker has not made contact within 24 hours, the DSL should call MASH where a welfare check will have to be arranged. Families should be aware that they will be receiving regular calls from school and children with the 'Red' category will be provided with a telephone number to call if necessary.

DSLs should continue to act upon the information shared via CPOMS. This includes liaison with specialist services and social workers where concerns are raised. **Where children have chronic or long term health needs, regular contact.** Any actions taken should continue to be detailed on CPOMS.

Every DSL/Deputy DSL and all teaching and non-teaching staff should have access to an internet connected device so that they are able to work remotely and access CPOMS. If this is the case, then appropriate measures should be taken to ensure the confidentiality and protection of data and safeguarding of staff and children. This includes:

1. Agreeing and arranging any home visits with another DSL to avoid the possibility of lone working
2. If using a personal telephone to make contact, withhold number so that this is not available to any parent/carer
3. Locking/logging out of all electronic devices after use and ensuring that CPOMS is secure at all times. (e.g. not visible to others when unattended).

In cases of self-isolation, DSL's should take precautions to protect themselves from the risk of infection. This includes viewing home/children through a window, standing a metre back from the front door or liaising with a social worker or other professionals involved who may

be visiting, (thus limiting the need for DSL's to visit). In this case, the information from the professional who has visited should be shared and added to CPOMS.

In addition to the contact made proactively by the school, the DSL must at regular intervals remind the parent of how they too can access services and report safeguarding concerns (even if out of hours.) This includes sharing screen shots/weblinks via appropriate channels i.e. website.

Where a school receives an operation encompass (domestic violence) notification, the inbox should be checked and appropriate action taken. (This should also be recorded on CPOMS. If the school closes completely, then the LA will be informed and the notifications will be received on the first day returning to school.

All CPOMS notes should clearly indicate the following:

1. The type of communication, e.g. in person or on the phone
2. Details of parties involved e.g. which staff visited
3. Summary of any conversation and any other points to note
4. Any recommendations or signposting to services given to the family
5. Arising actions and next steps.

The notes should be added to the category – COVID-19 closure (under parental contact) as well as any other relevant categories. This will help with the monitoring of the current situation with our families.

GUIDANCE FOR COMMUNICATING WITH PARENTS AND CHILDREN

The following script should be used when communicating with parents and children:

1. Introduction and explanation of purpose of call
2. Ask how the family are (in the event that a member of the family is unwell, ask who else is in the household to supervise any children)
3. Ask if the family needs any support (food, nappies, signposting to Waltham forest hardship/employment support/counselling and wellbeing support/support for over 70s)
4. Ask if they have completed the online Pupil Premium form which will entitle them to £15 food vouchers per week per child if they are eligible.

5. Ask how the family are coping with home learning (are they able to access Google classroom or if they would prefer a pack printed out for them)
6. Ask to speak to the child – (how are they? What have they enjoyed doing? What do they need help with?)
7. Inform both parents and child that you will be calling on a weekly basis and if they need any support in the meantime, they can contact us via the school email address
8. Check contact details (what other number can they be reached on?)

PLANNING AND RISK ASSESSING HOME VISITS

In the event of a home visit, the following questions will be used within your Risk Assessment. Refer to the flowchart at the end of this policy for further guidance:

- Who are you visiting and what is their Covid-19 status? Are they unwell with Covid-19 symptoms? Are they part of a household who are self-isolating because a member of the household has Covid-19? Are they a confirmed case?
- Is your visit essential? Could it be cancelled? Done over the phone? Done online?
- What will you be doing on your visit – is it personal care or involving close personal contact?
- Who will be conducting the home visit – this should include at least one DSL

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

To support the above, Mayville Primary School will, when communicating with parents and carers, confirm that 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, Mayville Primary School will notify their social worker.

DESIGNATED SAFEGUARDING LEAD

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This includes updating and managing access to CPOMS and liaising with the offsite DSL (or deputy) and 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.

It is important that all Mayville Primary staff and volunteers have access to a trained DSL (or deputy). On each day, staff on site will be made aware of who that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

The DSL will ensure all deputy DSL s have an updated list of all vulnerable children.

REPORTING A CONCERN

The importance of all staff and volunteers acting immediately on any safeguarding concerns remains. Staff and volunteers will continue to follow our child protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our Allegations Against Staff Policy.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. In the unlikely event that a member of staff cannot access their CPOMS from home, they should email or phone the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received. Staff are reminded of the need

to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. This should be done verbally and followed up with an email to the Headteacher. Concerns around the Headteacher should be directed to the chair of trustees, Walter Harding.

SAFEGUARDING TRAINING AND INDUCTION

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus. For the period that COVID-19 measures are in place, a DSL (or deputies) who have been trained will continue to be classed as a trained DSL (or deputy), even if they miss their refresher training. All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL will 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 Mayville Primary 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 ongoing disciplinary investigation relating to that individual.

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

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, Mayville Primary 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. Where Mayville Primary School is 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.

Mayville Primary 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. Mayville Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing: Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Mayville Primary School will continue to keep the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

ONLINE SAFETY

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection 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 Code of Conduct and Teaching and Learning Policy.

Mayville Primary School will ensure any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Below are the guidelines to follow 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 Google Classroom to communicate with children.

NEW CHILDREN AT THE SCHOOL

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children who join us, but it will be especially important where children are vulnerable.

For vulnerable children, we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum, we will seek access to that child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).

Ideally, this will happen before a child arrives but where that is not possible, it will happen as soon as reasonably practicable.

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. However, it is acknowledged this may not always be possible. Where this is the case, our school senior leaders will take responsibility.

The DSL will undertake a Risk Assessment based on the information received, considering how risks will be managed and which staff need to know the information.

SUPPORTING CHILDREN NOT IN SCHOOL

Mayville Primary 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 on CPOMS, as should a record of contact be made. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Mayville Primary 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 share safeguarding messages on its website, through emails and the weekly newsletter.

Mayville Primary 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 Mayville Primary School need to be aware of this in setting expectations of pupils' work where they are at home.

Mayville Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

SUPPORTING CHILDREN IN SCHOOL

Mayville Primary School is committed to ensuring the safety and wellbeing of all its students. Mayville Primary School will continue to be a safe space for all children to attend and flourish.

The headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. Mayville Primary 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 hand washing and other measures to limit the risk of spread of COVID19.

Mayville Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Where Mayville Primary School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – this will be discussed with them immediately with the headteacher and chair of trustees.

PEER ON PEER ABUSE

Mayville Primary School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy. The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made.

EARLY HELP

Referrals to Early Help should continue to be made via a MASH referral and indicated as 'support'. A referral should be followed up by a phone call to confirm the referral has been received. If Early Help have not made contact within 5 working days, make contact with the relevant teams/managers to ensure there is a coordinated response.

GUIDANCE FOR STAFF PLANNING A HOME VISIT

If you or anyone in your household has [symptoms of COVID-19](#), you must stay at home and not conduct home visits.

Before visiting, call the client to find out if anyone in the household meets any of the below:

- Anyone in the household has a new cough or a high temperature
- and/ or
Anyone in the household is self isolating due to symptoms of COVID-19
- and/ or
• Anyone in the household [extremely vulnerable to COVID-19](#)?

NO

Continue with visit as normal

YES or DON'T KNOW

Is the visit essential?

NO

No visit required

YES

Can the visit be carried out online or by phone?

YES

Conduct visit online or by phone

NO

Contact the DSL for alternative contact form

NO

Continue with visit/contact. Maintain distance of 2m (3 steps) from anyone in the house. Follow routine hygiene precautions.

If anyone in the house is [extremely vulnerable to COVID-19](#), ask them to wait in another room while you complete your work if possible. Wash your hands before entering and regularly while inside the property.