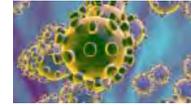


Safeguarding at The East Manchester Academy during the Coronavirus Outbreak Spring 2021 Supplementary Guidance



 <p>Department for Education</p> <p>Coronavirus (COVID-19): safeguarding in schools, colleges and other providers</p> <p>Published 27 March 2020</p>	<p>https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</p>
<p>Updated to provide guidance on what schools and colleges should be thinking about as they plan for more children to return from week commencing 1 June - especially around updating the child protection policy, designated safeguarding lead arrangements, protecting vulnerable children and mental health.</p>	<p>https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers</p>

Key Contacts

School

Chair of Trust Board	Executive Headteacher	Academy Headteacher	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Alternate Safeguarding Lead
Mr Andrew Mullen c/oCTebb@levenshulmehigh.co.uk	Dr J. MacKinnon JMacKinnon@levenshulmehigh.co.uk	Ms J Bowen j.bowen@temac.co.uk	Mr D Goddard d.goddard@temac.co.uk	Mrs S Toke s.toke@temac.co.uk	Ms C Cherrington c.cherrington@temac.co.uk Miss N Shannon n.shannon@temac.co.uk
Concerns about the conduct of the Executive Headteacher	Concerns about the conduct of the Academy Headteacher	Concerns about the conduct of a member of staff	Concerns about a child - also logged on CPOMS	Concerns about a child in the absence of the DSL - also logged on CPOMS	Concerns about a child in the absence of the Deputy Designated Safeguarding Lead - also logged on CPOMS

External

NSPCC	MCC Designated Officer (formerly known as the LADO)	One Education DSL Support	Manchester City Council Advice and Guidance Service	Early Help	Manchester Virtual School Team
0800 028 0285 between 8am and 8pm, Monday to Friday Email - help@nspcc.org.uk	 MCC-Designated-Offi... If you wish to have an informal conversation with the MCC Designated Officer before making a referral please call 0161 234 1214. Completed referrals forms should be emailed to quality.assurance@manchester.gov.uk – it is essential that all sections of the referral form are completed.	Helpline:0161 276 0116. Email address: DSLsupport@oneeducation.co.uk If you wish to have an informal conversation with the MCC Designated Officer before making a referral please call 0161 234 1214. Completed referrals forms should be emailed to quality.assurance@manchester.gov.uk – it is essential that all sections of the referral form are completed.	0161 234 5001 mcsreply@manchester.gov.uk	North Hub: earlyhelpnorth@manchester.gov.uk , 0161 234 1973 Central Hub: Earlyhelpcentral@manchester.gov.uk , 0161 234 1975 South Hub: earlyhelpsouth@manchester.gov.uk , 0161 234 1977	virtualschool.education@manchester.gov.uk or 0161 234 4160 Jane Johnson 07983991337 Lynn Girvan 07717527751 Carolyn Derbyshire 07815598102
If you do not feel able to raise concerns regarding child protection failures internally, you can contact the NSPCC Helpline	Allegations made against workers who are paid, unpaid, volunteer, agency, casual and self-employed as well as foster carers, and adoptive parents of children on Placement Orders should all be reported to the MCC Designated Officer. This should be done within 24 hours of the incident.	The helpline is available to support the DSL with advice, including escalating a concern, or to support the safeguarding lead in school if the DSL is unavailable at that time. A poster for schools to display for staff with the contact details will be shared in a later update.	Manchester Contact Centre	Early Help	Looked after students

Keeping children safe in schools and colleges

The way schools and colleges are currently operating in response to coronavirus (COVID -19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

<p>With regard to safeguarding, the best interests of children must always continue to come first</p>	<p>This principle remains unchanged in all that we do regardless of how challenging the current circumstances. Safeguarding is everyone's business.</p> <p>The fast changing situation makes it even more important to have a live supplementary guide to safeguarding rather than a paper policy that ticks all the boxes but which is rapidly overtaken by events - hence this OneNote.</p> <p>A summary of changes has been published to staff.</p>  <p>One Page ... 5 minutes...</p> <p>The Safeguarding Team is supported by technology in being able to access meetings remotely.</p> <p>A lone worker protocol is in place if home visits are conducted alone.</p>
<p>If anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately</p>	<p>CPOMS is used to record concerns without delay.</p>  <p>Staff also have access to the DSL and Deputy DSL through the arrangements shown below.</p> <p>The safeguarding team respond to fragments of information and escalate concerns as and when necessary offering support and challenge.</p> <p>Briefing sessions with staff have enabled us to share the importance of using the W strategy in a timely way</p> <p>Who? When? What? Where? How?</p>
<p>A DSL or deputy should be available</p>	<p>in order to draw more information from the situation that can help prioritise safeguarding actions.</p> <p>There is no staff rota and all staff are scheduled to be working from school.</p> <p>DSL or Deputy DSL always available.</p> <p>Alternative DSLs are also available.</p> <p>All Year Teams have also received DSL training.</p> <p>Safeguarding updates are cascaded by updates on OneNote. These can also be accessed remotely.</p>
<p>It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.</p>	<p>Safeguarding arrangements remain in place to prevent unsuitable people from being allowed to enter the children's workforce and/or gain access to children. This also includes access for visitors and contractors to the school site.</p>  <p>Family visitors an...</p>



Family visitors an...

Students should never be left unsupervised with a visitor or contractor. No visitor or contractor should be left unsupervised.

Children should continue to be protected when they are online.

Additional guidance has been provided to students and their families in relation to staying safe online including online activities.



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Online safety

<https://www.theeastmanchesteracademy.co.uk/parents/esafety>

Activities included:

<https://www.youtube.com/watch?v=1nBxKFnnZlc>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-computing-ks3-ks4-online-grooming-spotting-the-signs/zht6d6f>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-computing-ks3-ks4-online-grooming-changes-in-personality/zrddbdm>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-computing-ks3-ks4-online-grooming-am-i-safe-online/zfcscw>

<https://www.bbc.co.uk/teach/gcse-ks3-social-media-risk/zv6t8xs>

<https://www.bbc.co.uk/teach/class-clips-video/pshe-computing-gcse-digital-literacy/zmxsnrd>

The following elements of the East Manchester Academy's safeguarding protocols now have additional guidance.

Safeguarding Elements

[Child protection policy](#)

Additional guidance

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety - including the potential for increased domestic abuse. These areas should be considered in the setting of any work for children to undertake at home including recognising the impact of online learning. Staff will be aware of the mental health of both children and their families, informing the DSL about any concerns without delay using CPOMS. We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, and are attending. When making contact with these families our staff will explore issues about relationships between learners. We also address the issue of peer-on-peer abuse in our remote learning curriculum - 'Online safety'.

For staff providing care for students in school unstructured social time from 08.30 until 08.45 and again at break and lunchtime provide an opportunity for tutoring, mentoring and personal coaching as well as an opportunity to check on safeguarding and wellbeing including that of the wider family. Think about questions you could ask that will help you see what life's like for them. Ask open-ended questions like, "Tell me about your day", "What are some good things that have happened today?", "Tell me about some sad things that have happened this week" and "What's life at home like?". It's okay to ask similar questions - it can sometimes take time for a child to open up about what's happening. Create new routines together. You could read stories together, do colouring, share diary entries or play games. Give children and young people the opportunity to talk about what's going on for them. It may take time for them to feel comfortable so try to keep in touch regularly. Talking about things like what they're watching, reading or playing, or what they've had for dinner, may help them feel more comfortable.

Young people will be using the internet more during this period. Staff will be made aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school. Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#). Families have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online.

Staff have been provided with an opportunity to discuss the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with students and their families.

[Designated safeguarding leads \(DSLs\)](#)

The academy has ensured that a trained DSL is contactable at all times during the coronavirus outbreak.

[Vulnerable children](#)

We have undertaken a scoping exercise to identify the most vulnerable children using CPOMS, Synergy and our Every Child Is Known marksheet.

We have also taken into account the guidance issued by Manchester City Council.



Version 1 -Emergen...

We have put in place specific arrangements in respect of the following groups:

Looked After Children	There is an expectation that Looked After Children should be offered a school place (or at another school by arrangement). Once weekly visits to the family home with doorstep contact and sight of all the children in the family. Offer school vouchers and support eligibility to a national scheme through free school meal entitlement. Weekly liaison with all appropriate agencies. Attendance and contribution to all meetings and reviews via remote contact. Each young person's ePEP to be kept up to date reflecting any changes in light of the current circumstances. Access support through the Manchester Virtual School Team. Once weekly whole school communication. All contact and information to be logged on One Note and CPOMS where appropriate.
Previously Looked After Children	Offer of a school place. Once a fortnight visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home. Phone call during the week where a home visit does not take place. Offer school vouchers and support eligibility to a national scheme through free school meal entitlement. Weekly liaison with all appropriate agencies. Once weekly whole school communication. All contact and information to be logged on One Note and CPOMS where appropriate.
Students subject to a child protection plan	There is an expectation that children subject to a child protection plan should be offered a school place (or at another school by arrangement). Once weekly visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home. Offer school vouchers and support eligibility to a national scheme through free school meal entitlement. Weekly liaison with social workers and any appropriate agencies. Attendance and contribution to all meetings and reviews via remote contact. Once weekly whole school communication. All contact and information to be logged on One Note and CPOMS where appropriate.
Students with CIN status	There is an expectation that children with a social worker must attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. Once weekly visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home. Offer school vouchers and support eligibility to a national scheme through free school meal entitlement. Weekly liaison with social workers and any appropriate agencies. Attendance and contribution to all meetings and reviews via remote contact. Once weekly whole school communication. All contact and information to be logged on One Note and CPOMS where appropriate.
Students on the edge of social care involvement or pending allocation of a social worker	There is an expectation that children on the edge of social care involvement should be offered a school place (or at another school by arrangement). Once weekly visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home. Offer school vouchers and support eligibility to a national scheme through free school meal entitlement. Weekly liaison with social workers and any appropriate agencies. Attendance and contribution to all meetings and reviews via remote contact. Once weekly whole school communication. All contact and information to be logged on One Note and CPOMS where appropriate.
Students with a previous social worker	The offer of a school place. Once a fortnight visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home. Phone call during the week in which a home visit does not take place. Offer school vouchers and support eligibility to a national scheme through free school meal entitlement. Weekly liaison with appropriate agencies. Attendance and contribution to all meetings and reviews via remote contact. Once weekly whole school communication. All contact and information to be logged on One Note and CPOMS where appropriate.

Students supported by Early Help	<p>The offer of a school place.</p> <p>Once a fortnight visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home.</p> <p>Phone call during the week in which a home visit does not take place.</p> <p>Offer school vouchers and support eligibility to a national scheme through free school meal entitlement.</p> <p>Weekly liaison with EH workers and any appropriate agencies.</p> <p>Attendance and contribution to all meetings and reviews via remote contact.</p> <p>Once weekly whole school communication.</p> <p>All contact and information to be logged on One Note and CPOMS where appropriate.</p>
Students with an EHCP	<p>Children with an EHCP should be risk assessed to decide whether they should be offered a school place in order to meet their needs or whether they can safely have their needs met at home. Other than where a medical condition exists which poses a risk to the young person, a place is offered at school.</p> <p>Once weekly visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home.</p> <p>Offer school vouchers and support eligibility to a national scheme through free school meal entitlement.</p> <p>Weekly liaison with any appropriate agencies.</p> <p>Attendance and contribution to any meetings or reviews via remote contact.</p> <p>Once weekly whole school communication.</p> <p>All contact and information to be logged on One Note and CPOMS where appropriate.</p>
Students with high SEND K needs	<p>Children with high SEND K needs or those where there has been an application for an EHCP should be risk assessed to decide whether they should be offered a school place in order to meet their needs or whether they can safely have their needs met at home. Other than where a medical condition exists which poses a risk to the young person, a place is offered at school.</p> <p>Once a fortnight visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home.</p> <p>Phone call during the week in which a home visit does not take place.</p> <p>Offer school vouchers and support eligibility to a national scheme through free school meal entitlement.</p> <p>Weekly liaison with any appropriate agencies.</p> <p>Attendance and contribution to any meetings or reviews via remote contact.</p> <p>Once weekly whole school communication.</p> <p>All contact and information to be logged on One Note and CPOMS where appropriate.</p>
Students with Encompass Notifications	<p>Follow up telephone call to arrange a home visit immediately following Encompass Notification.</p> <p>These children can be offered care at school if required.</p> <p>Once a fortnight visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home.</p> <p>Phone call during the week in which a home visit does not take place.</p> <p>Offer school vouchers and support eligibility to a national scheme through free school meal entitlement.</p> <p>Weekly liaison with any appropriate agencies.</p> <p>Once weekly whole school communication.</p> <p>All contact and information to be logged on One Note and CPOMS where appropriate.</p>
Other children at risk of vulnerability without additional monitoring, intervention and support	<p>More children may be added to this group in response to concerns raised with the DSLs.</p> <p>It considers:</p> <ul style="list-style-type: none"> • adopted children or children on a special guardianship order • those at risk of becoming NEET ('not in employment, education or training') • those living in temporary accommodation • those who are young carers • those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) • care leavers • students who need to attend to receive support or manage risks to their mental health <p>and the protective factors including school that support them</p> <p>These children can be offered care at school if required.</p> <p>Once a fortnight visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home.</p> <p>Phone call during the week in which a home visit does not take place.</p> <p>Offer school vouchers and support eligibility to a national scheme through free school meal entitlement.</p> <p>Weekly liaison with any appropriate agencies.</p> <p>Once weekly whole school communication.</p> <p>All contact and information to be logged on One Note and CPOMS where appropriate.</p>
Students in attendance at AP	<p>Daily email contact with providers to check on attendance.</p> <p>Weekly liaison with AP providers to check on the welfare of students and families.</p> <p>Follow up visits as required by CCH, coordinated with AP provider.</p>
Students from families who have or require settled status or pre-settled status	<p>Once a fortnight visits to the family home with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home.</p> <p>Phone call during the week in which a home visit does not take place.</p> <p>Offer school vouchers and support eligibility to a national scheme through free school meal entitlement.</p> <p>Weekly liaison with any appropriate agencies.</p> <p>Signposting to support acquisition of settled status.</p> <p>Once weekly whole school communication.</p> <p>All contact and information to be logged on One Note and CPOMS where appropriate.</p>

- Each of these children has an individual plan which has been shared with other agencies involved in their care, including, where appropriate, their social worker and the Virtual School Head for Looked After and previously Looked After Children.
- The plans in respect of each child in these groups should state how often they are to be reviewed.
- Where contact is not possible over the telephone, escalation procedures will include a home visit.

In addition, the following groups have specific arrangements around contact and support from the school.

Students whom their parents and carers are key workers who may attend school	<p>The offer of a school place</p> <p>Once a week phone calls to the family home escalating to a home visit if required with doorstep contact and sight of all the children in the family if possible. Confirm where the children are staying if not at home.</p> <p>Offer school vouchers and support eligibility to a national scheme through free school meal entitlement.</p> <p>Weekly liaison with any appropriate agencies.</p> <p>Once weekly whole school communication.</p> <p>All contact and information to be logged on One Note and CPOMS where appropriate.</p>
Students at home	<p>Live lessons, remote learning and paper based work packs. At least 5 hours a day of live lessons that match curriculum maps for the term.</p> <p>Once weekly whole school communication.</p> <p>At least one home visit during a term.</p> <p>Weekly reach out call from Form Tutor.</p> <p>All contact and information to be logged on SIMS and CPOMS where appropriate.</p>

The list of vulnerable children has also been circulated to the Early Help Team North and the DSL maintains contact with this team in order to ensure that clear lines of communication remain open if support strategies are escalated with them without the school's knowledge.

The school recognises that it is a difficult balancing act between offering care provision places for students free from covid-19 and guidance from the government that maintains that, 'If children can stay safely at home, they should, to limit the chance of the virus spreading.'

Contact with the families of these vulnerable students is maintained through an online collaborative tracker in OneNote - [Spring 2021 Closure and Student Tracking](#). Information is transparent and available to all key staff in order to escalate intervention and support if required. Each team RAG rates contact at the end of each rotation in order to help prioritise intervention by the next staff rotation. There is also a clear escalation strategy for each vulnerable student and their family.

Attendance

The East Manchester Academy is following the [attendance guidance issued by government](#). Where a child is expected and does not arrive the school will follow our attendance procedure and make contact with the family. If contact is not possible by 09.30 the DSL must be informed. The DSL will attempt a range of methods to contact the parent but if necessary arrange a home visit by the school or another appropriate agency.

Staff training and safeguarding inductions

Safeguarding induction for new staff remains as before.

Staff training will be via email distribution, 5 minute guides, email and Microsoft Teams.

There is also a Briefing section within the OneNote to ensure that the most up to date information can be cascaded effectively.

There will be additional training to staff in relation to identifying vulnerable students and families in the current context and online safety issues such as the dark web and cyberbullying.

Child to parent domestic abuse



Child-to-Parent-Violence...

The Dark web



2019-01-01
-MSB-7mi...

2019-01-01
-MSB-7mi...

Cyberbullying



Cyberbullying advice ...

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>

Toxic Trio



2019-01-01
-MSB-7mi...

Online safety

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>



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Domestic Abuse

The government acknowledges that the order to stay at home can cause anxiety for those who are experiencing or feel at risk of domestic abuse. Domestic abuse is unacceptable in any situation, no matter what stresses you are under - <https://www.gov.uk/government/publications/coronavirus-covid-19-and-domestic-abuse/coronavirus-covid-19-support-for-victims-of-domestic-abuse>. All staff should be able to recognise the signs that members of a family are in an abusive relationship - <https://www.gov.uk/guidance/domestic-abuse-how-to-get-help#domestic-abuse-in-a-relationship-recognise-it>

Witnessing domestic abuse can have long-term effects on children and young people and as such can suffer collateral damage as a result of domestic abuse - <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse>



One Page ...
Domestic ...

Mental Health & Wellbeing

<https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/>



One Page ...
Coronavir...

Bereavement

<https://www.childline.org.uk/info-advice/your-feelings/feelings-emotions/when-someone-dies/>
Support from the Gaddam Centre may be required - <https://www.gaddamcentre.co.uk/child-counselling-services/>

Indicators of abuse during the Covid-19 Outbreak

Social distancing, self-isolating and quarantine can cause stress and changes in everyone's behaviour. Families are under new pressures and you may worry a child is withdrawn, anxious or depressed. [Spotting the signs of abuse](#) might be more difficult and it can be difficult to know for certain if something is wrong.

Some of the signs you may spot include:

- aggressive or repeated shouting
- hearing hitting or things being broken
- children crying for long periods of time
- very young children left alone or are outdoors by themselves
- children looking dirty or not changing their clothes
- children being withdrawn or anxious.



One Page ...
Reaching ...

SLO updated guidance and included specific signposting - 22nd May 2020:



One Page ...
Reaching ...

3 October 2020

Safeguarding children and families during continued COVID-19 pressures

The East Manchester Academy
Safeguarding children and families during continued COVID-19 pressures
For more advice... then look up the multiple risk indicator for your classes using SIRS!

Keeping children safe is everyone's responsibility

If a practitioner you are facing unprecedented challenges to support and safeguard vulnerable children and families. During this time of uncertainty, it is particularly important to safeguard children who may be at an increased risk of abuse, harm and exploitation from a range of sources and make early contingency plans for any future variation or tightening of restrictions as we approach the winter months. However, it is equally important to safeguard families, with parents facing significant pressures to continue to protect and promote the welfare of their children. These parents may already be struggling and so with additional pressure the likelihood of harm or significant harm may increase.

The East Manchester Academy's Every Child in Every classroom enables all staff to examine risk and prioritise lines of enquiry based around risk whilst recognising that protective factors can ensure that not all risks become barriers. During this term we will be adding additional risk factors to the marketplace that will help us to be even more proactive rather than just responsive.

Indicator	Risk Level	Action Plan
Aggressive or repeated shouting	High	...
Hearing hitting or things being broken	High	...
Children crying for long periods of time	Medium	...
Very young children left alone or are outdoors by themselves	High	...
Children looking dirty or not changing their clothes	Medium	...
Children being withdrawn or anxious	Medium	...



One Page ...
Safeguard...

2nd November 2020



TEMA
Home Visi...



TEMA
Home visi...

[Keeping Children Safe In Education January 2021 Update](#)

Keeping Children Safe In Education 2020 was updated in January 2021 to reflect changes to legislation since the UK left the E uropean Union. The changes relate to how advice about how information about a teacher's past conduct may be obtained from EEA member states and how schools should conduct checks on those that have lived or worked outside the UK. The changes are summarised on page 115.



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[Housing & Homelessness Advice & Signposting January 2021](#)



Housing
Advice

[Last updated](#)

26.01.2021 D Goddard