Child Protection and Safeguarding Policy: Addendum in response to Covid-19

2020/21

Revised: February 2021

Date of next review: as required

Authorised by: Mr D. Elliott

Governing Body Ratified

1   Context

This Addendum applies during 2020/21 (ongoing) while the School is operating under Covid-19 conditions. It sets out changes and additions to our normal Child Protection and Safeguarding Policy in light of Covid-19, including restrictions on movement (such as lockdowns) and school closure, and should be read in conjunction with that Policy. Unless specified here, our normal Policy continues to apply.

This Addendum is subject to change, in response to any new or updated guidance the Government or our local safeguarding partners may publish.

In this Addendum, where we refer to measures to protect students who are at home, this means those who are learning at home for reasons to do with Covid-19, e.g., due to the attendance restrictions during national lockdown, or if students need to self-isolate when they would otherwise still be attending.

While the way the School is currently operating in response to Covid-19 is fundamentally different, our safeguarding principles in accordance with 'Keeping Children Safe in Education' (KCSIE) 2020, remain the same.

For the purposes of this Addendum, vulnerable children have been defined as all groups who are at greater risk of poorer educational outcomes either through life circumstances or events that occur in a child's life which can affect their educational outcomes, including:

- Students with a Child Protection Plan
- Children in Care and Children in Need
- Students who are at risk of abuse or harm e.g. physical and sexual abuse
- Students with Special Educational Needs and Disabilities with an EHCP
- Young Carers
- Students missing education through prolonged or persistent absence and those on Managed Move from school
- Students at risk of sexual exploitation/Criminal Exploitation
- Students with mental health issues
- Students from disproportionately affected ethnic minority groups
- Unaccompanied asylum seeking children
- Students with physical health issues
- Students in low income families
- Students in troubled families/ Domestic Violence/Drugs & Alcohol Abuse
- Students involved with the criminal justice system

This is not an exhaustive list, but these groups tend to be the most significant in Kent. Vulnerability can take a wide range of different forms, including physical and mental health difficulties, family problems, and risks of abuse or harm. While it is acknowledged that not all children and young people start from the same points, other factors in some children's lives such as poverty and family circumstances can have a significant limiting effect on their achievement and attainment and longer term life chances.

Interrogation of our school data enables indicators of multiple-disadvantage for vulnerable students to be categorised into four broad groups:

- In Need of Care and at Risk of Harm
- Health, Wellbeing and Special Educational Needs
- Regular Absence and Exclusion from School
- Challenging Family and Socio-economic Environment

2 Additions to the Child Protection and Safeguarding Policy

2.1 Role of Designated Safeguarding Leads (DSLs) (See 3.3 of main policy)

Ideally a DSL (or deputy) will be present on-site whenever students are in school. However if this is not possible, a named DSL will be available to be contacted via phone or online video - for example working from home.

Should this not be possible then the School will share a DSL or deputy from another school, who will be available to be contacted via phone or video call.

Where a trained DSL (or deputy) is not on site, in addition to the above, a member of the Senior Leadership Team will assume responsibility for co-ordinating safeguarding on site. This will include:
- updating safeguarding files and liaising with the offsite DSL (or deputy) and as required
- liaising with social workers where they require access to children in need and/or to carry out statutory assessments at the school.

All staff and volunteers on-site will have access to a trained DSL (or deputy) and know on any given day who that person is, and how they can speak to them.

Up to date details of the DSL/Deputy DSLs will be visible to staff and children.

The DSL/Deputy DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

The DSL (and Deputies) will be provided with sufficient time so they can provide appropriate support to staff and students regarding any new safeguarding and welfare concerns following Covid-19. This may include handling of referrals to integrated social care and working with other agencies where appropriate.

2.2 Vulnerable Children

There is an expectation that children with a social worker will attend a provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. Where parents are concerned about the risk of the child contracting Covid-19, professionals will talk through these worries with the parent/carer following the advice set out by Public Health England.

Children with an EHC Plan will be risk-assessed in consultation with the Local Authority and parents and a decision will be made about whether they should continue to attend school.

The School has the flexibility to offer a place to other learners who may also be considered vulnerable by the School. The DSL, Mr. M. Simpson will oversee these arrangements.

If vulnerable children are not attending school, we will regularly keep in contact by telephone with them.

The School will continue to work with those professionals involved with children and share relevant information with them, e.g., social workers, early help workers and virtual school heads (VSH). This is especially important under Covid-19 restrictions.

- This will include information about attendance and any welfare concerns.
- If there is a safeguarding concern, this will be shared with the relevant professional as soon as possible.

The Archbishop's School Canterbury will encourage our vulnerable children and young people to attend school, including remotely if needed.

2.3   Attendance Monitoring

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

The Archbishop's School and social workers will agree with families/carers whether children in need should attend and the School will follow up with family/carers where a child/children should be attending but does not.

In all circumstances where a vulnerable child/children does not take up their place, or discontinues, the School will notify their social worker and follow up with the family/carer.

The School will also follow up with families/carers that have arranged a place for their child/children, namely key/critical workers or children that are considered vulnerable but not open to any agencies and do not attend.

Staff will continue to work with and support children's social workers to help protect vulnerable children.

The School will complete both the KCC and Government daily online attendance form to keep a record of children of key/critical workers and vulnerable children who are attending school.

During the national lockdown, only vulnerable children and children of critical workers will attend school in person. Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by [add details of how you'll do this]
- Notify their social worker, where they have one

2.4   Reporting Concerns

All staff will continue to look out for any signs that indicate a child may be at risk, both on and off site, including online. If a member of staff/volunteer has any safeguarding concerns about a child, this will be reported to the DSL as soon as possible.

- If the concern is urgent, the member of staff/volunteer will speak to a DSL in person or via phone/video call if they are not on site, immediately.
- In the event a member of staff or volunteer cannot make contact with a DSL, this will not delay them taking immediate action to safeguard a child.
- Concerns will be recorded using existing *school* safeguarding processes as outlined in our Child Protection Policy.

Students are encouraged to report concerns via existing school systems, or to a trusted adult at home.

Parents/carers are encouraged to report concerns via existing school systems.

Where staff are concerned about an adult working with learners, they should report the concern to the Head Teacher.

If there are concerns about any member of staff or volunteer, the LADO service will be consulted. Concerns around the Head Teacher should be directed to the Chair of Governors.

2.5   Safeguarding training and induction

DSL training is unlikely to take place whilst there remains a threat of the Covid-19 virus. For the period Covid-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. Formal DSL refresher training will be undertaken as soon as possible. DSLs will continue to keep their knowledge up to date through other means.

All existing staff have read KCSIE 2020 Part 1 and accessed safeguarding training. Staff will be made aware if any processes have changed with the sharing of this Addendum and the DSL will communicate any changes to local processes directly.

All new staff and volunteers will have an induction provided via the DSL and will be provided with a copy of the school Child Protection Policy and Covid-19 Addendum.
Staff may move between schools on a temporary basis and consideration given will be given by the DSL as to what induction they need on a case by case basis, dependent on existing skills and knowledge.

2.6   Safer Recruitment

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Under Covid-19 restrictions, if the School recruits new staff we will continue to follow the relevant safer recruitment practices.

If volunteers are recruited, the School will continue to follow the guidance in accordance with KCSIE 2020 and volunteers who have not had the relevant checks will not be left unsupervised with a child.

If staff from other settings volunteer or begin working at the Archbishop's School we will ensure they have a relevant DBS check following DfE guidance at this time. The School will risk assess staff from other settings, as we would for a volunteer.

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

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. The School will continue to refer to the DBS anyone who has harmed or poses a risk of harm to a child in accordance with KCSIE (2020) was updated on 18th January 2021 to reflect legal

changes following Brexit, including guidance on checking the past conduct of individuals who have lived or worked overseas.

The School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) where appropriate. During the period of Covid-19 restrictions, all referrals will be made by emailing misconduct.teacher@education.gov.uk.

The School will continue to update the Single Central Record and will log details of any risk assessment carried out on volunteers and staff on loan from elsewhere.

2.7   Supporting Children in School

A senior member of staff will ensure that there are appropriate staff on site and that staff-to-learner ratios have been considered to maximise the safety of children.

The School will follow current Government guidance in relation to social distancing and all matters relating to public health from the respective websites and outlets: www.gov.uk/coronavirus and https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19.

The School will ensure that all children who are either categorised as vulnerable or children of key/critical workers and are in attendance are appropriately supported and will continue to record any support provided to children in relation to safeguarding issues as appropriate.

2.8   Peer on Peer Abuse

The School continues to recognise and respond to cases of Peer on Peer abuse by considering each incident on a case by case basis and basing any intervention on usual processes outlined within KCSIE 2020.

The School recognises that the current circumstances and the changeable nature of current Government guidance may mean that the school may need to adapt elements of the process in some cases to ensure that they are able to respond in line with Government advice when required.

The DSL will continue to consult as appropriate with multi-agency professionals to ensure that children's safety and wellbeing is not compromised when incidents of peer on peer abuse are brought to their attention.

2.9   Online Safety

Appendix 3A of the Child Protection and Safeguarding Policy will continue tp be fully in force. Refresher awareness-raising/training will be given to staff and additional reminders/guidance will be shared with students and parents/carers.

The School will follow guidance regarding remote learning available at DfE: 'Safeguarding and remote education during coronavirus (COVID-19)' and The Education People: 'Remote Learning Guidance for SLT'.

2.10   Supporting Children Not in School

The Archbishop's School Canterbury will continue to ensure the safety and wellbeing of all children and young people that remain on the *school* roll. All DSLs will continue to identify those vulnerable children that would benefit from Early Help as identified in KCSIE 2020, provide pastoral support and consider whether they would benefit from external support also.

There will be clear plans around how best to communicate with learners who are identified as vulnerable, as well as those about whom DSLs have concerns about who do not receive a statutory service.

This could include telephone contact and/or doorstep visits but is at the discretion of the DSL.

The DSL will work closely with all relevant agencies and professionals regarding safeguarding a child who is not on site.

Any plans will be reviewed regularly and if concerns become significant, the DSL will consider any requests for support if considered appropriate.

The School recognises that this is a difficult time for children and young people who consider school as a safe place and the current situation may impact on mental health.

The School will utilise its website and social media presence to ensure that safeguarding messages are shared with children and their families. This will include links to appropriate services and resources that are aimed at supporting them throughout this period.

The School will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls. If it is necessary to use personal phones, staff will withhold any personal number.

Staff will look out for signs like:
- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

2.11   Online Safety Away from School

All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy.

Where necessary, referrals will be made to LADO, children's social care and as required, the police.

Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:
- Childline: www.childline.org.uk
- UK Safer Internet Centre's 'Report Harmful Content': https://reportharmfulcontent.com
- National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): www.ceop.police.uk/safety-centre

Parents/carers are encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented.

All communication with learners and parents/carers will take place using school provided or approved communication channels; for example, school provided email accounts, name of any agreed systems, and/or our Virtual Learning Environment (VLE), name of platform/system e.g. G Suite, Microsoft 365 or equivalent. Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

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

Staff and learners will engage with remote teaching and learning in line with the Remote Learning Procedures outlined in Appendix 3A of the Child Protection and Safeguarding Policy.

2.12   Mental Health

Where possible, the School will continue to offer our current support in promoting good mental health for all students. The School will signpost all students, parents and staff to other resources to support good mental health at this time, via the welfare page. When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both students' and adults' mental health. This situation is reviewed daily in Senior Leadership Team meetings and weekly in Pastoral and Department meetings. The School will respond quickly to parental concerns in this regard. As made clear above, parents can notify staff of welfare concerns and academic concerns by emailing admin@archbishops.kent.sch.uk or by telephoning the school office..

Additions to Appendix 2:
National (and other) support organisations and links

As well as through existing school mechanisms, learners, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:
- o Childline: www.childline.org.uk
- o Kent Resilience Hub: https://kentresiliencehub.org.uk
- o NSPCC: https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/

DfE Guidance
- Closure of educational settings: information for parents and carers: www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers
- Vulnerable Children Guidance: www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people
- COVID-19: guidance for educational settings: www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19
- Coronavirus (COVID-19): safeguarding in schools, schools and other providers: www.gov.uk/government/publications/covid-19-safeguarding-in-schools-schools-and-other-providers
- Coronavirus (COVID-19): attendance recording for educational settings: www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings

Specific Links relating to Coronavirus for Learners and Parents/Carers
- Kent County Council: www.kent.gov.uk/social-care-and-health/health/coronavirus
- Childline: www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/
- Mind: www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/
- Young Minds: https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/
- Kent Children's University: Home Resources Learning Packs: www.theeducationpeople.org/blog/kent-childrens-university-home-learning-resources-pack-is-live/
- Children's Commissioner:
  - o Children's guide to coronavirus: www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/
  - o Resources for parents during coronavirus: www.childrenscommissioner.gov.uk/coronavirus/resources/
- Sport England: www.sportengland.org/stayinworkout

- Place2be:
  - o www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-supporting-children-who-may-be-especially-vulnerable/
  - o www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/

Online Safety
- NCA-CEOP: www.thinkuknow.co.uk/
- Internet Matters: www.internetmatters.org/
- Childnet: www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19
- UK Safer Internet Centre: www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc

- NSPCC: www.nspcc.org.uk/keeping-children-safe/online-safety/
- Parent Info: https://parentinfo.org/
- BBC Own it: www.bbc.com/ownit

Domestic Abuse
- Domestic Abuse Services: www.domesticabuseservices.org
- Victim Support: 0808 16 89 111 www.victimsupport.org.uk/help-and-support/get-help/supportline
- Look Ahead Care & Support – Service provider West Kent (Sevenoaks, Tunbridge Wells, Tonbridge and Malling): www.lookahead.org.uk/
- Oasis Domestic Abuse service – Service provider, East Kent. (Thanet and Dover): www.oasisdaservice.org/home
- Clarion Housing Association – Service provider for North and South Kent
  - North Kent: (Dartford & Gravesham, Swale and Maidstone) Clarion DA confidential Helpline: 07376 637069 (Mon-Fri 9am – 5pm)
  - South Kent: (Ashford, Folkestone & Hythe and Canterbury) Rising Sun Domestic Abuse service helpline: 01227 452852 (Mon-Fri 9am – 5pm)
- National Women's Aid Domestic Abuse 24hr helpline:0800 2000247

Additions to Appendix 3:
3C Monitoring Vulnerable Students under Covid-19 Protocol

For most children and young people, this has been the longest stretch of time in their lives spent away from friends and trusted adults outside the home. The impact of lockdown on children's emotional and mental health, combined with almost full-time confinement in their homes and changes to their routines, has created new vulnerabilities and exacerbated existing ones. Young people with digital access are spending more time using social media and online resources: this increases the risk that they may experience online-facilitated grooming or other online harms, during a period when demand for online child sexual material is known to be on the rise.

For children who are already experiencing abuse or neglect by household members, confinement at home has meant prolonged exposure to potential harm. Added to this, children may be receiving less protection within their home if their parents are overburdened and standards of supervision have fallen; may be more susceptible to grooming if they feel lonely or uncared for; and will almost certainly have reduced access to protection from trusted adults outside the home. We know from research that conditions such as these make children more vulnerable to experiencing abuse. We also know that these risks can be mitigated when caregivers, trusted adults and the community support and protect children and young people.

This Protocol builds on existing policies and good practice already in place, but calls for a step change in activities and a review of some of our approaches. Better outcomes will be delivered by developing new strategies in greater depth and approaches that individualise interventions.

The Archbishop's School will:

- Weekly communication (preferably via telephone) with vulnerable students and parent/carer. There will be a log kept of the contact, communication and any actions carried out
- Daily communication to students that we believe may require greater monitoring
- Teachers liaising daily with pastoral staff about engagement in Remote Learning or any concerns regarding accessing safety and well being
- Arranging home visits with PCSO, social workers, Early Help Practitioners where students or parent/carer cannot be contacted or where we have concerns about the safety and wellbeing of students

Stages	Who	what	How
Priority 1 Vulnerable List	Pastoral Team DSL Deputy DSL	Maintain an up to date list of whole school students- defined as all groups who are at greater risk of poorer educational outcomes either through life circumstances or events that occur in a child's life which can affect their educational outcomes. Each student will be classified by a Risk Level: **High**, **Medium**, **Low**	Broad Categories: 1. In need of Care and are At Risk of Harm 2. Health Well-being and Special Educational Needs 3. Regular Absence or Exclusion from school 4. Challenging Family & Socio Economic Environment
Priority 2 Make welfare calls Daily Weekly	Pastoral Team	Each SSM to maintain an up to date list of Year Group of students- defined as all groups who are at greater risk of poorer educational outcomes either through life circumstances or events that occur in a child's life which can affect their educational outcomes	Calls to me made on a daily, weekly basis depending on the level of risk. A record of all calls are made by SSM A weekly report of all calls are collated and reported. Where a SSM suspects or have concern about a student whilst on the call – this concern will be immediately reported to DSL. Where the SSM have reason to believe the student is in imminent danger (Risk of Harm or Abuse) the police and social services should be called immediately. **Specific Procedure:** Talking to a student who has told you that he/she or another student is being abused • Reassure the student that telling someone about it was the right thing to do. • Tell him/her that you now have to do what you can to keep him/her (the student who is the subject of the allegation) safe. • Let the student know what you are going to do next and who else needs to know about it. • Let the student tell his or her whole story. Don't try to investigate or quiz the student, but make sure that you are clear as to what he/she is saying. • Ask the student what he/she would like to happen as a result of what he/she has said, but don't make or infer promises you can't keep. • Give the student the ChildLine phone number: 0800 1111. Helping the student in immediate danger or in need of emergency medical attention • If the student is in immediate danger and is with you, remain with him/her and call the police. • If the student is elsewhere, contact the police and explain the situation to them. • If he/she needs emergency medical attention, call an ambulance and, while you are waiting for it to arrive, get help from your first aider. • If the first aider is not available, use any first aid knowledge that you may have yourself to help the student.

			• You also need to contact the designated safeguarding officer for student to let them know what is happening. A decision will need to be made about who should inform the student's family and the local authority children's social care department, and when they should be informed. If you have involved the police and/or the health services, they should be part of this decision. Consider the welfare of the student in your decision making as the highest priority. Issues that will need to be taken into account are: • The student's wishes and feelings. • The parent's right to know (unless this would place the student or someone else in danger or would interfere with a criminal investigation). • The impact of telling or not telling the parent. • The current assessment of the risk to the student and the source of that risk. • Any risk management plans that currently exist.
Priority 3 **Home Visit** Where contact has not been made with the student or parent/carer Where you are concerned about a student's welfare		DSL and SSM will discuss the concern/s. Home Visit Risk Assessment completed and follow safety procedures. Home Visit Information Sheet completed Request support from PCSO where appropriate Arrange for an appropriate person to accompany you, home visits should be conducted in pairs. Clarify each person's role.	Home visits will be done when: • When all other means of contact with a family has failed • Students are refusing to come into school • When there are attendance issues/concerns • When students are being educated at home • To try and establish that a child is safe if they are absent from school and attempts to make contact failed and we have any welfare or safeguarding concerns for the student. • To work with and support parent/carer in developing strategies to help their child attend school where attendance is an issue. • To do a welfare check on a student who has been off school for a period of time, for example due to a medical issue, Covid -19 isolation so that they do not feel isolated from school. • To investigate situations when there are suspicions that someone may be on holiday contrary to earlier indications (for example when a student not at school and reported as being ill during the same period for which a request for exceptional leave in term-time had been refused). Record the information of your visit on the Home Visit Information form **If you are concerned that the student is in the home inappropriately alone/unsupervised contact the DSL straight away to discuss your observations or to seek immediate advice from them if you are uncertain whether the child is alone/unsupervised.** **If appropriate the Safeguarding Lead will make a referral to social care.**

			If you feel that a child/young person is in immediate danger contact emergency services 999. **Any Child Protection concerns arising from home visits should be discussed with the Safeguarding team on arrival back to school.** If the student is not at home and you are unable to establish their whereabouts then a CME should be completed. The DSL will immediately contact the Children's Services through starting point and/or the Police if any of the vulnerable students may be become missing from education.
Priority 4 CME & Referral to Children's Services		The DSL will immediately contact the Children's Services through starting point and/or the Police if any of the below apply to a child who may become missing: • has a Child Protection Plan • is subject to serious concerns about their health, safety or welfare is living in a family where there are concerns about domestic abuse, substance abuse, mental health problems or learning difficulties • may be in contact with a person who poses a risk of harm to children and young people • may be at risk of criminal or sexual exploitation • is subject to a Care Order • is looked after by the local authority • may be the victim of or involved in a crime • may be taken out of the country illegally (e.g. abducted) • may be taken out of the country for an illegal act (e.g. forced marriage, female genital mutilation, child trafficking) • is privately fostered A subsequent referral will be made to the CME Coordinator on the same day.	SSM to attempt to make contact with parent/carers on first day of absence where there is no explanation. Follow the internal school attendance procedures. All emergency contacts been exhausted? - addresses, telephone numbers (call / text), e-mail addresses of parents/carers, relatives, friends, work contacts, EWO etc. Complete checks with known services i.e. Early Help, Social Services etc. **Whereabouts unknown** evidencing reasonable efforts to locate/make contact with the family on contact log. Referral is made to: **Children Missing Education Officer (CME)** when there is no explanation for absence and above checks have been completed.

Support and interventions for vulnerable students

When students require support and interventions, the schools try to help them in every way possible. We will use an approach that groups students into tiers by how much they're struggling and the support and intervention required. Each tier will have targeted support or interventions that will help to meet the needs of students who are struggling and those at risk of harm and abuse. The Archbishop School will:

- Schedule weekly Teams meeting with pastoral staff to promote safeguarding and mental health wellbeing
- Schedule weekly communication via Teams about keeping safe online and sharing concerns
- Provide safeguarding leaflet and information to parents via website, newsletter, email etc.
- Provide pastoral support for individual, small group i.e. counselling, group sessions etc.
- Liaise with external agencies and partners to discuss concerns and arrange support

Tier 1- Low Risk	Tier 2- Medium Risk	Tier 3 – High Risk
Daily welfare calls	Winter Poverty Grant	Referral to Children Services
Weekly welfare calls	Provision of laptops and internet connection	Referral to Early Help Services
Mentoring sessions	Counselling – general and bereavement	Referral to CAMHS
Teams meeting with Tutors	1:1 session with Wellbeing Lead	Referral to Adult Mental Health Services
Teams meeting with SSM	1:1 sessions with SSM	CME
Wellbeing group session	Pupil Premium/ Catch up funding	EWO