



# Three Towers

An Alternative Provision Academy

*Expanding Horizons*

## Safeguarding Policy

Incorporating Child Protection and Early Help

Adopted: June 2020

Review: as required by statutory guidance

## Key Contacts

The key safeguarding responsibilities within each of the roles below are set out in Keeping Children safe in Education (KCSIE) 2020			
Role	Name	Phone	Email
Headteacher / Senior DSL	Miss A Isherwood	01942 932760	safeguarding@ttapa.net
Deputy DSLs	Mrs C Banks		
	Mrs C Higgins		
	Mrs C Lynch		
	Ms G Murphy		
	Mrs A Scott		
	Mrs V Scott		
CLA Lead teacher	Mrs C Arstall		hindleyoffice@ttapa.net
SENDCo			
Chair of Governors	Mr K Robinson	c/o e.roberts@hhhs.net	
Safeguarding Governor	Mrs A Foster		
CEO of Rowan Learning Trust	Mr P Rimmer		
Agency Contact Details			
Designated Officer (DO, formerly known as LADO)	Ms Sue Wharton	01942 486042	<a href="mailto:lado@wigan.gov.uk">lado@wigan.gov.uk</a>
Children's Social Care referrals	Duty Team	01942 828300	<a href="https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/ProfessionalReferralForm.aspx">https://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/ProfessionalReferralForm.aspx</a>
Early Help Hub	StartWell	01942 486262	<a href="mailto:EHH@wigan.gov.uk">EHH@wigan.gov.uk</a>
Wigan safeguarding Children's Board		01942 486025	<a href="mailto:wscb@wigan.gov.uk">wscb@wigan.gov.uk</a>
School nurses		01942 486	
Channel helpline		020 7340 7264	
<p>If you believe a child or young person is at <b>immediate risk</b> of significant harm or injury, <b>contact the Police on 999</b></p>			

## 1 Context

1.1 This addendum of the Three Towers Safeguarding Policy contains details of our individual safeguarding arrangements for those learners who are unable to attend due to COVID19 restrictions and/or during any school closure and applies only whilst the ongoing COVID-19 response is required to be in place.

1.2 From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers who were critical to the COVID-19 (coronavirus) response - who absolutely needed to attend. The government made this decision in order to reduce the transmission of COVID-19, to protect the NHS and to save lives.

1.3 In March 2020, schools and all childcare providers were asked to provide care for a limited number of children - children who were vulnerable, and children whose parents were critical to the COVID-19 (coronavirus) response and could not be safely cared for at home. This included children with an Education, Health and Care (EHC) plan who were risk-assessed in consultation with the Local Authority and parents, to decide whether they needed to continue to be offered a school or college place in order to meet their needs, or whether they could 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, safely remained at home.

1.4 There was an expectation that vulnerable children who had a social worker or StartWell worker would attend an education setting, so long as they did not have underlying or complex health conditions that put them at risk. In circumstances where a parent did not want to bring their child into an education setting, and their child was considered vulnerable, the StartWell/social worker and school explored the reasons for this directly with the parent.

1.5 As the situation improved, the government began to consider how they could bring more children and young people back into schools, and supported primary schools to do so from 1 June 2020, focusing on some year groups being educated in small 'bubbles', and secondary schools from 15 June 2020, with Year 10 and Year 12 pupils spending some time in school in small groups, with public health risk reduction measures in place. Since 15 June 2020, primary schools have also had flexibility to bring back other pupils where they have space to do so. (Department of Education, 27 July 2020)

1.6 In guidance published on 27<sup>th</sup> July 2020, the government stated that they planned for all pupils (including those with SEND and/or and EHCPs, in all year groups would return to school full time from September 2020.

1.7 Subsequent government guidance has stated the expectation that irrespective of local and/or national restrictions special schools and alternative provision academies/providers should remain fully open to all learners. This clearly reinforces the expectation that learners will continue to attend as normal. TTAPA will endeavour to remain fully open to all learners as long as it is operationally possible to do so safely with the appropriate level of staffing.

1.8 Staff and learners are still expected to follow PHE and NHS guidance regarding self-isolation in which case remote learning will be provided.

## 2 Designated Safeguarding Lead

2.1 The Headteacher and Deputy Headteachers, Pastoral Managers and Attendance Manager have all completed DSL training.

2.2 A trained DSL or DDSL will be available on site whenever there are learners present and/or school is open.

2.3 The DSL or DDSL will continue to engage with social workers and StartWell workers, provide reports for routine meetings, attend any multi-agency meetings remotely and if this is not possible send a report.

2.4 The DSL or DDSL will continue to communicate with school nurses. This is important for safeguarding and supporting wellbeing, as they have continued virtual support to learners who have not been in school.

## 3 Vulnerable children

3.1 Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

3.2 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](#).

3.3 Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether it is appropriate to continue to Three Towers in order to meet their needs, or whether it is more appropriate to have their needs met at home working remotely.

3.4 Senior leaders, especially the Designated Safeguarding Lead and deputies, know who our most vulnerable children are and are have the flexibility to adjust the provision offered to better meet the needs of each individual on a case by case basis

3.5 Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

3.6 TTAPA will continue to work with and support children's social workers and other connected professionals to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH), Rachel Clemow, for looked-after and previously looked-after children. The lead person for this will be: Mrs C Arstall

3.7 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 if it is not possible for them to be safely cared for at home. 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 TTAPA will explore the reasons for this directly with the parent.

3.8 Where parents are concerned about the risk of the child contracting COVID19, the social worker or StartWell worker will talk through these anxieties with the parent / carer following the advice set out by Public Health England. TTAPA will support our vulnerable learners through the provision of virtual learning, work packs and regular contact with staff via telephone calls.

## 4 Supporting learners

4.1 TTAPA is committed to ensuring the safety and wellbeing of all its learners. **In keeping the school open, the Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.**

**4.1.1 If it is not possible to stay fully open then a rota system will be introduced with vulnerable learners prioritised first followed by those learners taking external exams.**

**We have identified all learners who are classed as vulnerable.**

**4.1.2 Where there are concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – the Headteacher will discuss these concerns immediately with the CEO of the Rowan Learning Trust.**

4.2 Dual registered learners will be monitored by the DDSL in conjunction with their mainstream stream school and will be expected to attend TTAPA when it is appropriate and safe for them to do so.

4.3 Welfare calls will be made by the DSL in line with identified vulnerability of the learner and updates recorded on ClassCharts.

4.4 Any concerns and actions are also recorded and appropriate referrals made to external agencies in line with KCSIE and local safeguarding protocols.

### 4.5 In School

We will endeavour to:

- continue to be a safe space for all learners to attend and flourish;
- continue to provide the personalised curriculum offered to each child;
- ensure that appropriate staff are on site and staff to learner ratio numbers are appropriate and reflect the risk assessments of the learners, to maximise safety;
- 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 handwashing and other measures to limit the risk of spread of COVID19;

- provide safe space for learners to complete the work packs provided to all learner.

#### 4.6 Away from School

4.6.1 Live lessons delivered through TEAMS will be made available whenever possible. For those learners self-isolating, work being done onsite in class will be provided through TEAMS and wherever possible the learner will be encouraged to join the lesson virtually through TEAMS.

4.6.2 Welfare calls will be made by the DDSLs and updates recorded on ClassCharts. Any concerns and actions are also recorded and appropriate referrals made to external agencies in line with KCSIE and local safeguarding protocols.

4.6.3 The DSL/DDSL and CLA named lead have been provided with contact details for the social worker or StartWell worker for any child who is open to those services.

4.6.4 For safeguarding concerns a new email link has been created and is monitored by the senior DSL and senior pastoral manager (also a DDSL).

This is [safeguarding@tapa.net](mailto:safeguarding@tapa.net)

#### **5 Onsite staffing**

5.1 A trained DSL or DDSL will be available on site whenever there are learners present and/or school is open. When school is open but there are no learners onsite, a trained DSL or DDSL will be available to be contacted via phone or online video - for example when working from home.

5.2 An emergency first-aid trained member of staff will be available on site whenever there are learners present and/or school is open.

#### **6 Work set for learners**

6.1 We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of learners and their parents/carers.

6.2 Staff need to be mindful of this in setting expectations of learners' work where they are at home. This includes the needs of others in the household to use computers/tablets for their work (adults and other children), availability of resources and realistic expectations of the distractions learners may have.

6.3 Work set should be differentiated to each learner's ability and will enrich the curriculum rather than deliver the curriculum.

6.4 TTAPA is also aware that families are already under stress and forcing a reluctant child to complete work will add to this stress. Families are encouraged to set a balance and make decisions that support family harmony rather than force the work to be completed.

## 7 Online safety

### 7.1 In school

We will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where learners are using computers in school, appropriate supervision will be in place.

### 7.2 Away from school

7.2.1 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 Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

7.2.2 Online/ Virtual teaching will continue to follow our usual virtual teaching routines and expectations.

7.2.3 TTAPA ensures that our virtual learning tools and systems operate in line with privacy/data protection/ GDPR requirements.

## 8 Attendance monitoring

8.1 Schools are required to complete the online DfE Attendance Recording pro-forma daily, and provide confirmation to the LA that this has been done. This is done by the School Business Manager no later than 11:30am.

8.2 TTAPA will follow up on any learner expected to attend, who does not. In addition, Wigan schools are required to complete the daily LA Attendance Recording sheet including any updated commentary on the reasons for non-attendance. This is done by the Senior DSL no later than 11:30am.

8.3 To support the above, we will confirm emergency contact numbers are correct with parents/carers and ask for any additional emergency contact numbers where they are available.

8.4 In all circumstances where a vulnerable child does not take up their place at school, or discontinues, we will notify their social worker or StartWell worker.

8.5 For further information/clarification, the DfE published [guidance for schools on attendance](#) for further details. The DfE has also produced a useful [checklist for school leaders to support full opening regarding behaviour and attendance](#)

## 9 Peer on Peer Abuse

TTAPA recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. If we receive a report of peer on peer abuse, we will

- follow the principles as set out in part 5 of KCSIE and of those outlined within of the Safeguarding Policy:
- listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.
- will record concerns and any actions on ClassCharts;
- make appropriate referrals to external agencies

## 10 Reporting a concern

10.1 Staff are reminded of the need to report any concern immediately and without delay.

10.2 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 ClassCharts, which can be done remotely.

10.3 To discuss any concerns or advice the DSL will contact the MAST for advice, but for immediate risks will complete the online referral to social care in the usual way.

10.4 Where staff are concerned about an adult working with children in the school, they should email the concern to the Headteacher who will follow this up verbally

10.5 Concerns around the Headteacher should be directed to the CEO, Mr P Rimmer using the [safeguarding@tapa.net](mailto:safeguarding@tapa.net) email.

## 11 Safeguarding

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 Safeguarding Policy and where appropriate referrals should still be made to children's social care and/or to the police. See paragraphs 219-227 in [KCSIE](#)

The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

We 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. We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) if needed.