

**Safeguarding and Child Protection Policy**  
**For use during the COVID-19 outbreak**  
**Coventry Extended Learning Centre**

**17/01/2021**

**Head Teacher:** Matthew Stiles

**Designated Safeguarding Lead- Strategic:** Zoe Johal (AHT)

**Site Designated Safeguarding Lead's:**

Kerry Mulhern - The Link

Cat Osborne- Swanswell

Cathy Warner- Wyken.

Kerrie McKittrick- WRL

**Deputy Designated Safeguarding Lead:**

Joanne McCarthy (AHT)

Jacqueline James (DHT)

Matthew Stiles (HT)

**Designated Safeguarding Lead during CELC closure:**

Zoe Johal [Zoe.johal@coventry.gov.uk](mailto:Zoe.johal@coventry.gov.uk) Mob: 07852921411.

**Named Governor for Safeguarding:** Phil Healy

**Chair of Governors:** Phil Healy

**Vice Chair of Governors:** Duncan Mills

**Local Authority designated officer:** Mark Goddard

Telephone number: 02476 975 483

**Designated Lead for Looked After and Previously Looked-After Children:**

James Heaton - [james.heaton@coventry.gov.uk](mailto:james.heaton@coventry.gov.uk)

**Head of the Virtual School:** Jim Horgan

Email address: [virtualschool@coventry.gov.uk](mailto:virtualschool@coventry.gov.uk)

Policy Addendum reviewed remotely and agreed by governors on:

18/01/2021

# 1 Introduction

1.1. This policy is an addendum to the school's main Safeguarding and Child Protection Policy and is intended for use during the COVID-19 emergency period only.

1.2 We continue to recognise that safeguarding and child protection is an essential part of our duty of care to all students and that we have a responsibility to safeguard children, whether they are on-site or staying at home. We understand that safeguarding, child protection and promoting the welfare of all children is everyone's responsibility and everyone has a role to play in protecting children. We continue to promote a culture of vigilance, where staff and volunteers act immediately if they have safeguarding concerns about a child. We recognise that our school is part of a wider safeguarding system for children and work closely with other agencies to promote the welfare of children. We maintain an attitude of 'it could happen here' and will consider the wishes of, and at all times, what is in the best interests of each child.

1.3 Due to the nature of the emergency we are facing and the changing threat from COVID-19, this policy is regularly reviewed and updated to ensure that the school is compliant with;

- All relevant legislation and statutory guidance;
- government guidance relating to the COVID-19 outbreak; and
- guidance from the Coventry Safeguarding Children's Partnership (the Local Authority, the local clinical commissioning group and the chief office of police).

1.3 All staff will be made aware of this policy and updated regularly on further developments.

1.4 Further information about the government's approach to COVID-19 can be found here: <https://www.gov.uk/coronavirus>

1.5 The purpose of this policy is to;

- Promote safeguarding and child protection and demonstrate the school's commitment to keeping children safe whilst operating under emergency measures related to COVID-19;
- Provide all members of staff with the information required to meet their safeguarding duty and protect children from harm during this time;
- Provide stakeholders with clear information relating to the school's safeguarding and child protection procedures during the COVID-19 outbreak; and
- Ensure that children are protected from maltreatment or harm.

1.5 CELC is committed to the following principles at all times;

- All children have the right to be protected from harm;
- The best interests of children will always continue to come first;
- All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm;

- If anyone in school has a safeguarding concern about any child they should continue to follow usual procedures and must act and act immediately;
- A Designated Safeguarding Lead or a Deputy Safeguarding Lead should be available; and
- Working with other agencies (such as Children's Services and the Virtual School) is essential to promote safeguarding and protect children from harm.

1.6 We continue to be subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions to have "due regard" to the need to prevent people from being drawn into terrorism and will refer to appropriate services if we are concerned a child is being radicalised.

1.7 We continue to fulfil our duties under Section 5B of the FGM Act 2003, as inserted by section 74 of the Serious Crime Act 2015.

## 1.8 Scope

- This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of CELC. All references in this document to 'staff' or 'members of staff' should be interpreted as relating to the aforementioned unless otherwise stated.
- This policy applies to all staff, whether working on-site or at home.

## 2 Context

2.1 Following government guidance, the school has been closed to students from Tuesday 5<sup>th</sup> January 2020, with the exception of children deemed to be 'vulnerable', or those that with parent/s who are 'critical-workers'.

2.2 The school adheres to government guidance on 'critical workers'. For further information relating to critical workers, see guidance here: <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

2.3 The school remains open for children who are deemed to be vulnerable, as per government guidance. The school has given careful consideration to which children need to continue to attend school, in order to ensure children are safe and to minimise the spread of COVID-19.

2.4 Each child has been considered on a case-by-case basis and an assessment of risk has been made, with relevant external agencies, parents and the Local Authority, to decide if a child should be on site or not. The school considers children to be vulnerable and may need to attend if they are;

- Children on Child Protection Plans; Children in Need; Looked-After or Previously Looked-After; and
- Children with SEND (with or without an EHCP), who would be safer at school than at home.

2.5 Children other than those above may be considered vulnerable and some children will become vulnerable during the time that the school is closed. The school

will continually review which children will attend school, in line with local and governmental guidance.

2.6 Additional support may be put in place to safeguard;

- Children vulnerable to CE/Contextual safeguarding issues and those in receipt of early help; and
- Children who are homeless/living in temporary accommodation, refugees and asylum seekers and young carers.

2.7 There is an expectation that children who have a social worker will continue to attend school, unless they have an underlying health condition that will put them at severe risk.

2.8 Where parents of the children referred to in paragraph 2.7 are concerned about the risk of the child contracting COVID-19, CELC, in partnership with the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

2.9 The school will follow government guidance to support children who are usually in receipt of free school meals. Further information can be found on this here: <https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>

2.10 Some children will have existing vulnerabilities and will not attend school. In the case of these children, the school will contact red rated students twice daily, amber students once daily).

2.11 All children (regardless of vulnerability) will be contacted once a week by a designated keyworker during school closure. Where possible staff should try and speak directly to children to help identify any concerns. Staff should make these calls using the Microsoft Teams software.

### **3 Local Safeguarding Arrangements**

3.1 The school will ensure that it is aware of any changes to local safeguarding arrangements through existing channels of communication with the Local Authority and the wider Coventry Safeguarding Children Partnership.

3.2 The school continues to operate under Coventry Safeguarding Partnership policies and continues to use the '[Right Help Right Time](#)' guidance when considering if children require additional support or statutory intervention.

3.3 This policy will be regularly reviewed and updated to reflect any changes in local safeguarding arrangements.

## **4 Roles and Responsibilities**

### **4.1 The management committee**

4.1.1 The management committee continues to monitor the school during this period of emergency closure. Management committee members will continue to have oversight of leadership in the school. Meetings will be carried out remotely where necessary using Microsoft Teams software.

## **4.2 The Role of the Headteacher**

### **4.2.1 The headteacher will;**

- Ensure that this policy is regularly updated in line with evolving government and local guidance relating to COVID-19;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all adults coming into contact with children at school have been subject to the appropriate safer recruitment checks;
- Respond to allegations of abuse against all other members of staff; and
- Ensure that staff on-site and off-site have regularly updated training to ensure that they are aware of local safeguarding arrangements.

**4.2.2** In the event that the headteacher is unavailable either on-site or remotely, the above responsibilities will be completed by Deputy Headteacher Jacqueline James.

## **4.3 The Role of the Designated Safeguarding Lead (DSL)**

4.3.1 The role of the DSL is outlined in the main school Safeguarding and Child Protection Policy and in [Keeping Children Safe in Education \(2020\)](#).

4.3.2 In addition to their usual duties, the DSL will also have regard to the additional mental health issues that students on-site may be experiencing as a result of COVID-19 and provide/arrange support for students as necessary.

4.3.3 Wherever possible, a trained DSL (or deputy DSL) will be available on site. Where this is not possible due to staff self-isolation, a trained DSL (or deputy DSL) will be available to be contacted via phone or online video.

4.3.4 In the event that the DSL and the DSL/s are unable to work remotely due to illness, an appropriate senior leader will take responsibility for co-ordinating safeguarding on site. This could include, but is not limited to, updating and managing access to safeguarding and child protection files 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 CELC. Information will be passed to the DSL as soon as practicably possible.

4.3.5 Arrangements for contacting the DSL/DDSLs will be shared with staff before 9am each day, as well as any relevant safeguarding and child protection updates and training.

4.3.6 The government has acknowledged that DSL refresher training is very unlikely to take place during this emergency. All DSLs and DDSLs that have previously been trained will continue to be classed as DSLs even if they miss their refresher training, in line with current government guidance. All DSLs and DDSLs will keep up to date with the latest safeguarding information and

guidance through via e-bulletins, Local Authority e-bulletins and taking time to read and digest safeguarding developments.

#### **4.4 The Role & Responsibilities of all Staff within School**

4.4.1 All staff, whether on-site or working from home, will;

- continue to operate under the principles of the main school Safeguarding and Child Protection Policy, the staff Code of Conduct, all relevant legislation and statutory guidance and continue to have particular regard to [Keeping Children Safe in Education \(2020\)](#);
- will continue to promote a culture of vigilance and refer all safeguarding concerns to the appropriate person immediately;
- adhere to all government, local and school advice relating to hygiene, response to COVID-19 symptoms and self-isolation;
- seek advice from the Designated Safeguarding Lead if they are unsure; and
- All teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012).
- Be aware of the behaviour policy addendum and refer concerns to the SLT and DSL on site.

### **5 Responding to signs of abuse**

5.1 Information relating to types of abuse and signs and symptoms of abuse can be found in CELC's main safeguarding and child protection policy and [Working Together to Safeguard Children \(2018\)](#).

5.2 All staff and volunteers will continue to be alert to indicators of abuse and will report any concerns to the appropriate member of staff immediately.

5.3 If a member of staff, parent/carer or member of the public is concerned about a child's welfare (whether they are attending school or not), they should report it to the designated safeguarding lead as soon as possible. If the designated safeguarding lead is not available, it should be reported to the deputy safeguarding lead without delay. Although any member of staff can make a referral to Children's Social Care, where possible there should be a conversation with the Designated Safeguarding Lead via telephone or online video call, if they are working from home. If there is no DSL available, concerns should be reported to Coventry MASH <https://www.coventry.gov.uk/mash> 024 7678 8555.

5.4 5.4 During planned closures most children will not be attending school. The school recognises that children who are not attending school may need to make a disclosure or want to seek help from a trusted member of staff. The school will be ensuring that student's allocated keyworkers are making weekly phone calls home to check on the welfare of their key students. Keyworkers have been advised that best case practice involves speaking personally on the call to the student themselves. Students can also share safeguarding concerns on the VLE- these will go straight to strategic DSL ZJO. All students have had training around the use of the VLE in key group time over the Autumn 2020 term.

5.5 If anyone other than the Designated Safeguarding Lead makes a referral to children's social care or to the police, they should inform the DSL as soon as possible.

5.6 If the school is concerned that a child is at risk of significant harm, we will seek advice from Coventry's Multi-Agency Safeguarding Hub (MASH) and make a referral to this service if necessary. Coventry's MASH continues to be fully functional in terms of its safeguarding responsibilities.

5.7 Referrals to the Multi-Agency Safeguarding Hub can and should still be made for children at risk of harm using the online Multi-Agency Referral Form (MARF).

**MASH Telephone number:** 02476 788 555

**MASH online referral form:** <http://www.coventry.gov.uk/safeguardingchildren>

**Out of hours Emergency Duty Team:** 02476 832 222

**Prevent/Channel Referrals:** Refer to MASH ([mash@coventry.gov.uk](mailto:mash@coventry.gov.uk)) and to [CTU\\_GATEWAY@west-midlands.pnn.police.uk](mailto:CTU_GATEWAY@west-midlands.pnn.police.uk)

5.8 The school will continue to receive Operation Encompass reports as long as the police have capacity to offer this service. The school will risk assess each report on a case-by-case basis and continue to operate as usual in response to reports, unless instructed otherwise by the police or Local Authority. This information will be recorded on the child's safeguarding and child protection record as usual. If a child is attending a partner school or hub, this information will be passed to the DSL at the host school. This is constantly under review and the school is being regularly updated on any changes by the local Operation Encompass Co-ordinator.

5.9 All services are under increased pressure during this period of emergency. However, the school recognises that safeguarding continues to be of paramount importance and will work with other agencies in order to ensure children are safe. If a child's situation does not appear to be improving following a referral, the school may re-refer the child. We will also consider using the [Coventry Safeguarding Children Partnership's Escalation and Resolution of Professional Disagreements policy](#) to ensure that our concerns have been addressed and that the situation improves for the child.

## 6 Peer on Peer Abuse

6.1 CELC understands that both adults and other children can perpetrate abuse, and peer on peer abuse is taken very seriously. Peer on peer abuse can include bullying, cyber-bullying, physical abuse, sexting, sexual violence and/or harassment, upskirting, and initiation/hazing ceremonies. The school recognise that safeguarding issues can manifest as peer on peer abuse.

6.2 During this time, staff will continue to be vigilant in reporting any concerns relating to peer on peer abuse to the DSL.

6.3 During school closures education offer could be run from a reduced number of centres. This means that KS3 and KS4 students could be in attendance of education together outside of normal arrangements. The staff team have been reminded about

the risks of peer on peer abuse and this will be managed through the high levels of staff-student ratio on site. Any concerns around peer on peer abuse will be directly referred to a school DSL.

6.4 The school's revised approach to peer on peer abuse is informed by the principles set out in Part 5 of Keeping Children Safe in Education (2019).

## **7 Online Safety**

7.1 The school recognises that children both on-site and off-site are vulnerable to abuse and radicalisation online. Children who are at home may be spending more time online and this increases their vulnerability.

7.2 CELC recognises that additional safeguarding arrangements are required to ensure that children are safe online at this time.

7.3 Governors will review arrangements to ensure that they continue to be appropriate.

7.4 Online activity in school will continued to be monitored through our usual IT monitoring systems. The strategic DSL and the Lead for ICT receive alerts from the forensic monitoring software package- Impero as and when risks to the online safety of a student are detected. These alerts are reviewed by the DSL and swift action is taken to address the misuse of technology or to safeguard the student from harm.

7.5 Children who are not attending school - In order to support parents in maintaining their child's safety whilst at home, the CELC website has been updated to include guidance on welfare support and online safety of their children. Emergency contact details have also been logged on the school website. All national guidance about online safety and the safe use of social media is passed on to all parents in a timely manner. Parents and children will receive regular twice daily / daily / weekly contact (depending upon level of vulnerability) from a nominated member of staff who will be available to advise on keeping safe online and also forward any concerns raised to the DSL for action.

7.6 CELC is using technology to deliver learning to students who are at home. In order to ensure that students are safe when learning online, the school has;

- All staff at the CELC have received intensive training on the appropriate use of IT using Local Authority-approved platforms. All staff have contributed to the service's Remote Education Policy and Online Safety Policy. The service has also produced a Remote Education Safeguarding Addendum which meets the requirements outlined in DfE Guidance. All students have completed an ICT Checklist to ensure that they have the necessary tools to access remote education. Families have also been provided with information surrounding remote education via the school website.
- Parents have been advised on suitable websites for children via the school website and have access to a list of links to approved websites in the Student Zone on the service's own website.



7.7 We have reviewed the staff Code of Conduct and information sharing policy to reflect the current change in circumstances and increased use of technology. CELC's Code of Conduct reflects the importance of using local-authority-approved channels of communication when making contact with children and their families. Updated protocols from the service's Remote Education Safeguarding Addendum have also been shared with all staff who have signed on CPOMS to confirm that they abide by these principles and protocols.

7.8 Staff have received training on the new and updated Code of Conduct and the Remote Education Safeguarding Addendum remotely.

7.9 A list of useful sources of information relating to online safety is including in Appendix B of this policy.

## **8 Record-keeping**

8.1 A written record of all safeguarding and/or child protection concerns, discussions and decisions made will continue to be kept in individual children's CPOMS files. This will be separate from the main school file and will only be accessed by the relevant safeguarding staff.

8.2 CELC keeps all safeguarding files electronically, using a system called CPOMS. In the rare event that DSL/DDSLs are offsite, or in the event that the safeguarding team are unable to work, all staff have received training on how to record concerns on CPOMS which will alert all members of our safeguarding team to a concern which will be responded to immediately by one of them.

**8.3** Arrangements for information-sharing are in place for children who attend more than one site. CLM is used to monitor children attending Work Related Learning placement. Every child has a nominated keyworker. Students who are attending WRL are overseen by the WRL co-ordinator who is responsible for maintaining weekly contact with other schools/partners/agencies. All communication is recorded in CPOMS which is checked regularly by DSL's.

## **9 Attendance**

9.1 CELC adheres to [all](#) government guidance, which states that parents should keep their children at home, wherever possible, and that schools, colleges and early years settings should remain open only for children of critical workers and those deemed to be vulnerable, as outlined in Section 2 of this policy. CELC also adheres to government guidance regarding class sizes when learning on-site.

9.2 As such, CELC will not be following our usual attendance procedures and non-attendance will not be managed in the way that it normally would and children should not attend unless there is an agreement with CELC.

9.3 CELC will work with families and social workers to agree whether children should attend school or not. If it is agreed that a child should attend and they do not, the school will follow this up with parents/carers.

9.4 The school will follow up with any parent or carer who has arranged care for their children and the children subsequently do not attend.

9.5 If children who should be attending school develop symptoms, they will be asked to remain at home. In the event that this happens, we will continue with the agreed contact plan set up based on their vulnerability and ensure that they have access to remote education.

9.6 CELC will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

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

9.8 Some children may have existing vulnerabilities but will not attend school (those with underlying health conditions, for example). In this case, the school will endeavour to engage these children in a remote offer and maintain weekly contact with the family to monitor their wellbeing.

9.9 The school will continue to record student daily attendance using the SIMS system already in place. Code X will be used for non-eligible children. As vulnerable children are still expected to attend school full time, they will not be marked Code X if absent.

9.10 In cases whereby individuals who are self-isolating but are also considered vulnerable, schools will keep in contact with these children until they are able to return to school site.

9.11 CELC will also work closely with parents to ensure their child is engaging well with their remote education.

## **10 Children from other schools**

11.1 If children move to CELC from another setting, we will request SEND and safeguarding and child protection information for that child, the risk assessment determining if the child should be in attendance or not and details of support in place. This includes, but is not limited to, Education and Health Care Plans (EHCPs), Child in Need plans, Child Protection plans, Personal Education Plans and details of professionals involved with the child.

11.2 For looked-after children, the change in school will be led and managed by the Virtual School Head with responsibility for the child (see front of policy for details).

11.3 This information will be requested and should be sent to the school prior to the child's arrival by the Designated Safeguarding Lead, the SENCO or an appropriate senior manager in their absence.

11.4 We will liaise closely with the Local Authority, the Virtual School and social workers in the event that a child moving to the school has either an Education Health Care Plan and/or is a Looked After Child.

11.5 All safeguarding information for children from other schools is shared with CELC, usually via CPOMS. This information is transferred securely to the DSL and kept online in a secure file.

11.6 We continue to operate under the Data Protection Act (2018) and the General Data Protection Regulation (GDPR). However, this is not be a barrier to sharing information for the purposes of keeping children safe.

## 12 Safer Recruitment

12.1 CELC is committed to providing children with a safe environment. We take safer recruitment very seriously and all staff and volunteers are subject to the necessary checks.

12.2 There are no circumstances in which a child or children will be unsupervised with an adult who has not been subject to all necessary safer recruitment checks. Any new members of staff, new volunteers or existing volunteers taking on new roles will be subject to all necessary safer recruitment check and this will be recorded on the Single Central Record.

12.3 Our safer recruitment practices strictly adhere to Keeping Children Safe in Education (2019).

12.4 If a member of staff or volunteer with a DBS check from a childcare setting, another school or another college temporarily moves to CELC, a risk assessment will be completed to ascertain if a new DBS check is required before they work in regulated activity. The school will follow guidance set out in [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers \(27<sup>th</sup> March 2020\)](#).

12.5 Any members of staff or volunteers transferring from another childcare or education setting will undergo induction training and we will seek evidence from their main setting that the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers and they have read Part I and Annex A of Keeping Children Safe in Education.

## 13 Allegations of abuse against staff

13.1 CELC takes all allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (**September 2019**) and the **CSCP Guidance, 'Allegations against Staff and Persons in a Position of Trust'**.

13.2 If a concern or allegation of abuse arises against the Headteacher, it must be reported to the Chair of Governors (or equivalent) without delay. In the event that the Chair of Governors is unavailable due to illness or other circumstance, concerns must be reported directly to the LADO, Mark Goddard.

13.3 If a concern or allegation of abuse arises against any member of staff other than the Headteacher, it must be reported to the Headteacher without delay. In the event that the headteacher is unavailable due to illness or other circumstance, the concern must be reported to the chair of the management committee.

13.4 Allegations of abuse against staff should be not discussed directly with the person involved.

13.5 The Headteacher or Chair of Governors should consider if the allegation meets the threshold for Local Designated Officer (LADO) intervention. The LADO is operating as usual and referrals must be made through the online referral form here:

[https://www.coventry.gov.uk/info/206/coventry\\_safeguarding\\_children\\_partnership/2628/local\\_authority\\_designated\\_officer\\_lado](https://www.coventry.gov.uk/info/206/coventry_safeguarding_children_partnership/2628/local_authority_designated_officer_lado)

13.6 Concerns relating to a position of trust issue will be referred to the Local Authority designated officer within 24 hours.

13.7 If a child has suffered, or it is suspected that they have suffered, abuse or harm, a MASH referral will also be made.

13.8 In the instances where an allegation is dealt with internally, the Local Authority designated officer will provide information and support to CELC in managing the allegation. This service is will still be provided throughout this period of emergency.

13.9 The procedure for whistleblowing is outlined in the school's main Safeguarding and Child Protection Policy.

## **14 Policy Review**

14.1 This policy is a dynamic document and will be updated regularly as further government and local guidance is published.

## **Appendix A – Process for reporting safeguarding and child protection concerns**

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 the Designated Safeguarding Lead/Headteacher and if she is unavailable, the Head of Alternative Provision, Matt Stiles. This will ensure that the concern is received.

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

Pastoral managers'/DSL's have a caseload of students who are deemed to be the most vulnerable students within CELC. A daily DSL protocol has been set up and all DSL's have received guidance about how to run through this. DSL's have a daily meeting with the school strategic DSL to discuss that day's contact with our most vulnerable students. Further contact arrangements are discussed and planned as a result of any concerns raised. Key information around concerns raised is shared daily in a vulnerable student update email with Rebecca Wilshire (CCC Strategic lead for protection), Nicky Davies (Operation lead MASH), Jameel Mullan (Attendance and inclusion manager) and Vicky Hobs (Police).

## **Appendix B – Online Safety Resources**

**Support for schools implementing remote learning**

- <https://swgfl.org.uk/resources/safe-remote-learning/>

### **Support for professionals when using videos and/or live streaming**

- <https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf>



### **Support for children and parents**

- Childline – [www.childline.org.uk](http://www.childline.org.uk)
- UK Safer Internet Centre to report and remove harmful online content – [www.reportharmfulcontent.com](http://www.reportharmfulcontent.com)
- CEOP (to make a report about online abuse) – [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)
- Internet Matters (for support for parents and carers to keep their children safe online – [www.internetmatters.org](http://www.internetmatters.org)
- London Grid for Learning (for support for parents and carers to keep their children safe online) – [www.lgfl.net/online-safety/](http://www.lgfl.net/online-safety/)
- Net-aware (support for parents and carers from the NSPCC) – [www.net-aware.org.uk](http://www.net-aware.org.uk)
- Parent info (for support for parents and carers to keep their children safe online) – [www.parentinfo.org](http://www.parentinfo.org)
- Thinkuknow (advice from the National Crime Agency to stay safe online) – [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)
- UK Safer Internet Centre (advice for parents and carers) - <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

## Appendix C – Mental Health Support for Children and Families

The Government has produced a guidance document with suggestions for managing mental health and wellbeing during this time. Information can be found here:

<https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19#where-to-get-further-support>

| <div style="text-align: center;">   </div> |  |   |  |
|--|--|---|--|
| Resource   | Produced by                                  | E-mail address  | Notes  |
| <b>New Resources for 2021</b>  |  |   |  |
| Children’s Mental Health Week Toolkit  | Mentally Healthy Schools & Anna Freud Centre | <a href="https://www.mentallyhealthyschools.org.uk/resources/express-yourself-children-s-mental-health-week-toolkit/">https://www.mentallyhealthyschools.org.uk/resources/express-yourself-children-s-mental-health-week-toolkit/</a> | Children’s Mental Health week begins on 1 <sup>st</sup> February. The theme this year is “express yourself”. This toolkit includes resources for children, staff and parents.  |
| Children’s Mental Health Week  |  | <a href="https://www.childrenmentalhealthweek.org.uk/">https://www.childrenmentalhealthweek.org.uk/</a>   |  |
| Children’s Mental Health Week Resources  | Place 2 Be                                   | <a href="https://www.place2be.org.uk/about-us/children-s-mental-health-week/">https://www.place2be.org.uk/about-us/children-s-mental-health-week/</a>   | <u>All of</u> their free resources can be adapted for use in school, for home-schooling, online lessons or independent learning.   |
| Children’s Mental Health Week  | Twinkl                                       | <a href="https://www.twinkl.co.uk/event/childrens-mental-health-week-2021">https://www.twinkl.co.uk/event/childrens-mental-health-week-2021</a>   | Resources to use during Mental Health Week 2021  |
| Internet Safety Toolkit  | Mentally Healthy Schools & Anna Freud Centre | <a href="https://www.mentallyhealthyschools.org.uk/resources/internet-safety-toolkit/">https://www.mentallyhealthyschools.org.uk/resources/internet-safety-toolkit/</a>   | This toolkit is packed with practical, quality-assured resources to help keep children safe online. This free toolkit includes lesson plans, activities, quizzes and animations, as well as helpful guidance to share with parents |

|  |                                     |   |   |
|--|-------------------------------------|---|---|
| Resources to boost your child's wellbeing during the Covid-19 pandemic   | Partnership for Children            | <a href="https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html">https://www.partnershipforchildren.org.uk/what-we-do/childrens-wellbeing-activities-for-teaching-staff-and-families.html</a> | These activities are based on their Skills for Life programmes. Use them to help children find healthy ways to deal with their feelings and reactions to the Covid-19 situation.                      |
| Testing for Coronavirus<br>Having a Home Test for Coronavirus<br>Having a Test for Coronavirus at a Drive Through Centre | Books Beyond Words                  | <a href="https://booksbeyondwords.co.uk/coping-with-coronavirus">https://booksbeyondwords.co.uk/coping-with-coronavirus</a>   | Wordless stories about getting tested for coronavirus.  |
| A Toolbox of Wellbeing – Helpful strategies & activities for children, teens, their <a href="#">carers</a> and teachers. | Tina Rae<br>Hinton House Publishers | <a href="http://www.hintonpublishers.com/isbn_template.php?isbn=978-19-12112-55-5&amp;x=65&amp;y=39">http://www.hintonpublishers.com/isbn_template.php?isbn=978-19-12112-55-5&amp;x=65&amp;y=39</a>   | A must-have book full of easy to use activities to build emotional wellbeing in all children and young people and to support the recovery curriculum in schools in response to the COVID-19 pandemic. |
| <b>COVID -19 Specific Resources</b>  |                                     |   |   |
| NAHT Wellness and Protect  | NAHT                                | <a href="https://www.naht.org.uk/membership/special-partner-offers-for-members/services-for-schools/naht-wellness-and-protect/">https://www.naht.org.uk/membership/special-partner-offers-for-members/services-for-schools/naht-wellness-and-protect/</a>       | NAHT is giving all schools that register free access to the mental health services available within NAHT Wellness and Protect. It is ready for you to use from now until 31 October 2020.             |

|  |  |   |  |
|--|--|---|--|
| Rebuild and Recover Resources - Support the whole school community with this set of resources for children, parents and staff. | Mentally Healthy Schools                 | <a href="https://mentallyhealthyschools.org.uk/mental-health-needs/rebuild-and-recover-resources?utm_source=nasen&amp;utm_medium=twitter&amp;utm_campaign=september&amp;utm_content=rebuildrecovery">https://mentallyhealthyschools.org.uk/mental-health-needs/rebuild-and-recover-resources?utm_source=nasen&amp;utm_medium=twitter&amp;utm_campaign=september&amp;utm_content=rebuildrecovery</a> | A set of practical resources to help make the transition back to school easier for everyone.   |
| ROBERT explains the corona virus to children   | PLAYMOBIL                                | <a href="https://tinyurl.com/v2agaru">https://tinyurl.com/v2agaru</a>   | This excellent video explains the corona virus to young children using PLAYMOBIL to help explain in a way that children can understand what is happening right now.      |
| Covid-19 without words – Charlie and the C Monsters  | Special Education and Inclusive Learning | <a href="https://inclusiveteach.com/2020/08/15/covid-19-without-words-charlie-and-the-c-monsters/">https://inclusiveteach.com/2020/08/15/covid-19-without-words-charlie-and-the-c-monsters/</a>   | A new, free to download printable comic and colouring book and six-minute animated film – Charlie & the C Monsters   |
| Covid-19: Back to School Resources   | Special Education and Inclusive Learning | <a href="https://inclusiveteach.com/2020/05/20/covid-19-back-to-school-resources/">https://inclusiveteach.com/2020/05/20/covid-19-back-to-school-resources/</a>   | A collection of resources to support the transition of children back to school during the COVID-19 (Coronavirus) pandemic. Free to use and designed for pupils with SEN. |
| Transition back to school after lockdown - resources   | Autism Hampshire                         | <a href="https://www.autismhampshire.org.uk/index/covid-19-resources/transition-back-to-school-after-lockdown-resources">https://www.autismhampshire.org.uk/index/covid-19-resources/transition-back-to-school-after-lockdown-resources</a>   | Tips for schools to prepare for the new normal   |

|  |  |   |   |
|--|--|---|---|
| Returning to school after the coronavirus lockdown   | Mental Health Foundation   | <a href="https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown">https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown</a>   | This short guide aims to: <ul style="list-style-type: none"> <li>• Outline the scale of the challenge that <u>schools</u> and pupils are facing.</li> <li>• Provide practical advice, activities and support</li> </ul> |
| Coronavirus explained in Makaton   | Holly Rankin, is the Special Educational Needs Advisor at <a href="http://www.inege.co.uk">Inege</a> | <a href="https://www.youtube.com/watch?v=9OS8vbjr2-Q&amp;feature=youtu.be">https://www.youtube.com/watch?v=9OS8vbjr2-Q&amp;feature=youtu.be</a>   | Children with a range of SEND needs may be struggling right now, perhaps through lack of routine or not understanding how things are.   |
| <ul style="list-style-type: none"> <li>• Beating the virus</li> <li>• Good days and bad days during lockdown</li> <li>• When someone dies from coronavirus</li> <li>• Having a test for Coronavirus</li> </ul> | Books Beyond Words   | <a href="https://booksbeyondwords.co.uk/">https://booksbeyondwords.co.uk/</a>   | Four short wordless stories that will help people to understand the current crisis.   |
| Lenny and Lucy in Lockdown<br>Lenny and Lucy Return to School  | Books Beyond Words   | <a href="https://booksbeyondwords.co.uk/news/2020/8/15/wordless-stories-to-help-children-returning-to-school-coming-this-month">https://booksbeyondwords.co.uk/news/2020/8/15/wordless-stories-to-help-children-returning-to-school-coming-this-month</a> | Wordless stories to help children returning to school   |
| Coronavirus: resources to support the return to school   | Mentally Healthy Schools   | <a href="https://www.mentallyhealthyschools.org.uk/media/2077/coronavirus-toolkit-return-to-school.pdf">https://www.mentallyhealthyschools.org.uk/media/2077/coronavirus-toolkit-return-to-school.pdf</a>   | Useful list of resources for parent carers and schools  |