

Bradford Academy's response to COVID-19

There have been significant changes within our setting in response to the outbreak.

Despite the changes, the Academy's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the academy and following **government guidance**

[Coronavirus \(COVID-19\): Education and childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/coronavirus-covid-19-education-and-childcare)

Schools and colleges welcomed back all children and young people from the start of the autumn term in September 2020.

It is vital that children and young people remain in school and college for their:

- educational progress
- wellbeing
- wider development

Being in school is vital for children's education and for their wellbeing. Time out of school is detrimental for children's cognitive and academic development, particularly for disadvantaged children. This impact can affect both current levels of education, and children's future ability to learn, therefore we need to ensure all pupils can return to school sooner rather than later.

The risk to children themselves of becoming severely ill from coronavirus (COVID-19) is very low and there are negative health impacts of being out of school. We know that school is a vital point of contact for public health and safeguarding services that are critical to the wellbeing of children and families.

Lower academic achievement also translates into long-term economic costs due to having a less qualified workforce. This affects the standard of living that today's pupils will have over the course of their entire lives. For many households school closures have also affected their ability to work. As the economy begins to recover, we need to remove this barrier so parents and carers can return to work.

In relation to working in schools, while it is not possible to ensure a totally risk-free environment, there is no evidence that children transmit the disease any more than adults, and no evidence that staff in education settings are at any greater risk of fatal outcomes than many other occupations.

Given the growing evidence base, the balance of risk is now overwhelmingly in favour of children returning to school. For the vast majority of children, the benefits of being back in school far outweigh the very low risk from coronavirus (COVID-19). This guidance explains the steps schools need to take to reduce the risks further.

We continue to keep this guidance under review.

For as long as coronavirus (COVID-19) remains in the community, judgments will need to be made at a school level about how to balance minimising risks from coronavirus (COVID-19), by maximising control measures, with providing a full educational experience for children and young people. There are no plans at present to reimburse additional costs incurred as part of that process.

The measures set out in this guidance provide a framework for school leaders to put in place proportionate protective measures for children and staff, which also ensure that all pupils receive a high quality education that enables them to thrive and progress. Schools are asked to minimise the number of contacts that a pupil has during the school day as part of implementing the system of controls outlined below to reduce the risk of transmission. If schools follow the guidance set out here and maximise control measures, they can be confident they are managing risk effectively.

Education settings will remain open in local restriction tiers 1,2, 3 and 4, see more in the [Local restriction tiers: what you need to know](#) guidance.

Return in January 2021

To support public health efforts during the return to school and college in January, secondary schools and colleges will prepare for a phased return to face-to-face provision at the start of term. Secondary schools and colleges will have access to additional coronavirus (COVID-19) testing for the start of January. This will help to keep as many pupils and students in school and college as possible beyond the start of the new term, and minimise the spread of the virus.

Secondary schools and colleges will prepare for a phased return to face-to-face provision ahead of a full return of all pupils to face-to-face education from 18 January.

In advance of 18 January, secondary schools and colleges will ensure:

- vulnerable children and young people and the children of critical workers, can attend for face-to-face teaching from the advertised first day of term
- remote education is prioritised for pupils in exam year groups (primarily years 11 and 13 or those preparing for upcoming assessments or exams) during the week commencing 4 January and full-time on-site provision for these groups from 11 January
- all other pupils or students will be provided with remote education while testing is underway until the 18 January, when they should return to school or college. Whilst they will be encouraged to do so, pupils and students will not need to have had a test to return to school or college on 18 January

At present, **Bradford Academy is open for the purpose of education for “vulnerable learners” and children of keyworkers and critical workers.** We have reviewed our risk assessment procedures for wider opening in light of guidance from the DFE and public Health England which is published on the academy website.

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - 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
- other children and young people at the provider and local authority's discretion including pupils who need to attend to receive support or manage risks to their mental health

We know that some families need more support than others and that attending education settings is an important protective factor for all children, especially those that are vulnerable.

Critical workers are defined as :

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections.

Health and social care

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Education and childcare

This includes:

- childcare
- support and teaching staff
- social workers
- specialist education professionals who must remain active during the coronavirus (COVID-19) response to deliver this approach

Key public services

This includes:

- those essential to the running of the justice system
- religious staff
- charities and workers delivering key frontline services
- those responsible for the management of the deceased
- journalists and broadcasters who are providing public service broadcasting

Local and national government

This only includes those administrative occupations essential to the effective delivery of:

- the coronavirus (COVID-19) response, and the delivery of and response to EU transition
- essential public services, such as the payment of benefits and the certification or checking of goods for import and export (including animal products, animals, plants and food), including in government agencies and arm's length bodies

Food and other necessary goods

This includes those involved in food:

- production
- processing
- distribution
- sale and delivery
- as well as those essential to the provision of other key goods (for example hygienic and veterinary medicines)

Public safety and national security

This includes:

- police and support staff
- Ministry of Defence civilians
- contractor and armed forces personnel (those critical to the delivery of key defence and national security outputs and essential to the response to the coronavirus (COVID-19) outbreak and EU transition)
- fire and rescue service employees (including support staff)
- National Crime Agency staff
- those maintaining border security, prison and probation staff and other national security roles, including those overseas

Transport and border

This includes those who will keep the air, water, road and rail passenger and freight transport modes operating during the coronavirus (COVID-19) response and EU transition, including those working on transport systems through which supply chains pass and those constructing or supporting the operation of critical transport and border infrastructure through which supply chains pass.

Utilities, communication and financial services

This includes:

- staff needed for essential financial services provision (including but not limited to workers in banks, building societies and financial market infrastructure)
- the oil, gas, electricity and water sectors (including sewerage)
- information technology and data infrastructure sector and primary industry supplies to continue during the coronavirus (COVID-19) response

- key staff working in the civil nuclear, chemicals, telecommunications (including but not limited to network operations, field engineering, call centre staff, IT and data infrastructure, 999 and 111 critical services)
- postal services and delivery
- payments providers
- waste disposal sectors

Local arrangements:

Bradford Academy link with local authority is Mrs Marium Haq

Marium Haque

Deputy Director

Education and Learning

Tel: 01274 431078 | Mob: 07970 004628

First Floor | Margaret McMillan Tower | Bradford | BD1 1NN

City of Bradford Metropolitan District Council

Department of Children's Services

Return in March 2021 to school

On Monday 22nd February 2021, The Prime Minister announced the government's roadmap to cautiously ease lockdown restrictions in England. This included a direction that from 8 March 2021, all pupils should attend school.

Bradford Academy will continue to have regard to the statutory safeguarding guidance keeping children safe in education (as amended, Jan 2021).¹

We will ensure that where we care for children on site, we have appropriate support in place for them.

We will take advice and work with the local safeguarding partners.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of coronavirus.

[Guidance for schools: coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/guidance-for-schools-coronavirus-covid-19)

[School attendance: guidance for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-attendance-guidance-for-schools)

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020 - Update - January 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

Attendance monitoring

We will expect all pupils to attend school from Monday 8th March 2021

Parents or carers are expected to contact the school on the first day of the illness and inform us of the reason for absence so that the correct attendance codes can be used in every case of absence. We expect parents or carers to make contact to make us aware of the status of any COVID-19 tests that have become necessary and to update the school on the welfare of the pupil.

From 8th March 2021, we will record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended)² for all pupils.

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:

- **have symptoms or have had a positive test result**
- **live with someone who has symptoms or has tested positive and are a household contact**
- **are a close contact of someone who has coronavirus (COVID-19)**

The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.

For children self-isolating or quarantining or shielding – we will use code X.

In compliance with the Remote Education, Temporary Continuity Direction³ will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19).

Also, we will offer pastoral support to pupils who are:

- self-isolating
- shielding
- vulnerable (and off-school)

² <https://www.legislation.gov.uk/ukxi/2006/1751/contents/made>

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf

The Department for Education expects schools to grant applications for leave in exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

Reporting arrangements

The academy arrangements continue in line with our child protection policy.

The Designated Safeguarding Leads are:

Mrs J Jakes VP Primary j.jakes@bradfordacademy.co.uk

Mrs J Millar VP Secondary j.millar@bradfordacademy.co.uk

The Deputy DSLs are:

Ms Jane Berry 01274 256779 jane.berry@bradfordacademy.co.uk

Mrs G Kaur 07425 072 846 g.kaur@bradfordacademy.co.uk

Mrs N Kauser n.kauser@bradfordacademy.co.uk

Mrs R Whiteley SENCO r.whiteley@bradfordacademy.co.uk

The academy's approach ensures the DSL or a deputy is always contactable by phone while the academy is open. In the unusual circumstance this is not possible the other DSL or Deputy DSLs will be contactable by phone **and the Principal or a member of the Senior Leadership Team will be on site** according to the staffing rota published by the Executive Principal on a weekly basis.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in the academy or not. **COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.**

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

- Bradford Children's social care 01274 435 600
- Bradford Children's Services initial contact point 01274 437 500
- Social services duty team 01274 431 010
- Bradford LADO 01274 434 339

Should a child in the academy's view be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure

Identifying vulnerability

We have undertaken a scoping exercise to identify the most vulnerable children. The all-through academy leadership team has considered our intake carefully and made the following arrangements all underpinned by the latest DFE guidance available from

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

- **Looked After Children** – Liaison with both the Virtual Schools and allocated Social workers – [Jen Jakes Primary, Jules Millar Secondary] attendance at the academy is expected unless in consultation with the child's social worker and or carer/family it is agreed this is not in the best interests of the child and reduces the risk of contracting the virus.
- **Previously Looked After Children** – daily attendance is expected based upon information shared with the DSL
- **Children subject to a child protection plan** – [DSL and Deputy DSL Liaison with named social workers will continue by phone and secure Galaxkey email, virtual attendance of safeguarding staff at scheduled core groups, CP reviews will continue as normal. We will ensure weekly contact by telephone, door step visits to be coordinated with CSC. All actions will be recorded on CPOMS under the COVID 19 tag against each child's records. There is an expectation that children with a social worker **must** attend school (or another school by arrangement eg Managed Move dual registered learners), **unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.**
- **Children who have, or have previously had, a social worker** – Attending education settings is known as a protective factor for children receiving the support of a social worker. If those children meet the definition of vulnerable they are expected to attend school on a daily basis.
- **Children on the edge of social care involvement or pending allocation of a social worker and other children the school considers to be vulnerable.** More children may be added to this group in response to concerns raised with the DS, are expected to attend school.

Leaders of Bradford Academy and designated safeguarding leads know who their most vulnerable children are and **will have the flexibility to offer daily attendance to**

those on the edges of receiving children's social care support. [They are allocated to the academy vulnerable learners list and receive a weekly check in by telephone and or door step visit as required]

- **Children with an EHCP** – Those with an EHC plan are expected to attend school on a daily basis unless they have a CEV (clinically extremely vulnerable letter) to say they will complete online remote learning
- **Alternative Provision (Academy Plus)** It is our intention that all learners in our alternative provision settings will return to school full-time.
- **Children of key workers and critical workers who may attend school any year group**– The academy doors will opened at 7:30am until 9:00am where learners can arrive at allocated their year time and group entrance according to the published times on the academy website. Learners will be taught in person, receive access to a magic breakfast and lunch time offer will be provided. At all times the principles of social distancing will be adhered to. These sessions will be led by a nominated member of staff and supported by the relevant pastoral lead for each year group and a learning support assistant, this rota of staffing will be circulated by the Senior Principal.
- **Children at learning home (years 7-10 and 12)** – The Academy Attendance team and Pastoral leads will make **telephone contact with mainstream learners not deemed to be vulnerable once a week and record the outcomes of the conversation in CPOMS** under the COVID-19 tag. Where we can, the academy will signpost families to local external agencies for support during the period of lock down. The virtual academy of online learning led by the Vice Principals Mrs Sutcliffe and Mr Gill will coordinate the inline learning provided on the platform Microsoft teams. They will monitor the use and uptake of the facility and coordinate learners' interactions with teaching staff via the area email addresses provided.
- **Free school meal** grab bags are available to collect from reception for any learner that is eligible for a meal. We are not issuing vouchers as we did during the national lockdown for the period up to 18th January 2021.

Holiday arrangements

The Academy will review any possible arrangements for the holiday period in light of latest DFE guidance.

Attendance

The academy is following the DFE guidance at [Addendum: recording attendance in relation to coronavirus \(COVID-19\) during the 2020 to 2021 academic year - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year)

Attendance expectations

From the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including:

- parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
- schools' responsibilities to record attendance and follow up absence
- the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct

Where a learner is expected and does not arrive the academy will follow our attendance procedure and make contact with the family/carers. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent (Skype, FaceTime, through a relative etc) but if necessary arrange a doorstep visit by the academy or by another appropriate agency. A risk assessment will be undertaken to consider manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the school to ensure learners are safe.

The academy will also follow the attendance procedure if contact proves impossible with children at home. Regarding children missing education and contacting West Yorkshire Police by 101 to log a call.

Staff will be aware of increased risk

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. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both [children](#) and their [parents and carers](#), informing the DSL about any concerns through CPOMs for learners and via email for any other matters they may become aware of.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of the academy 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, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners.

We also address the issue of peer-on-peer abuse in our remote learning curriculum.

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be 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.

- The school continues to ensure [appropriate filters and monitors are in place](#)
- Our governing body will [review arrangements](#) to ensure they remain appropriate
- The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly [this is recommended in the guidance, suggesting a COVID-19 annex is added here too]
- Staff have discussed 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 children and their families.
- Staff have read the [20 safeguarding considerations for livestreaming](#) prior to delivering any livestreamed sessions
- 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](#).
- Parents and carers 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. Parents have been offered the following links:
 - [Internet matters](#) - for support for parents and carers to keep their children safe online
 - [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
 - [Net-aware](#) - for support for parents and careers from the NSPCC
 - [Parent info](#) - for support for parents and carers to keep their children safe online
 - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online

- [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. **We remind all staff to maintain the view that ‘it could happen here’ and to immediately report any concern**, no matter how small, to the safeguarding team via phone, email or the CPOMs software accessible through the academy learning gateway.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

- We have confirmed the arrangements to contact the LADO at the local authority remain unchanged Dawn Holt Bradford LADO 01274 434 339

If necessary, the academy will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk.

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. This will take the form of a phone call and a compulsory new starters powerpoint and include the update for COVID-19 remote working protocols supplied by Human Resources.

They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct and KCSIE Part 1 2019. The DSL or deputy will ensure new recruits know who to contact if worried about a learner and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a [written risk assessment](#) to determine

whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with learners until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the learners.
- The academy will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with [DBS guidance](#).
- When undertaking ID checks on documents for the DBS it is reasonable to [initially check these documents online](#) through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The academy will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by both Tehmina Hashmi Executive Principal and David Fearnley Director of Human Resources of who is working in the academy each day. A print out of Inentry is accessible to triangulate with the rota of staff on site daily.

New learners at the academy

Where learners join our academy from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely **before** the learner begins at our academy and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstance this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about a learner placed in our school will be recorded on our safeguarding system CPOMS, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by Governors and is available on the school website

Author:

Mrs Jules Millar

8th March 2021