



COVID-19 arrangements for safeguarding and child protection at Stamford Green Primary School and Nursery

Policy owner: Louise Druce and Kathryn Dray

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Date shared with staff: 3.6.20

This is also in line with DFE guidance

<https://www.gov.uk/government/publications/COVID-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-COVID-19-safeguarding-in-schools-colleges-and-other-providers>

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COVID-19 arrangements for safeguarding and child protection at Stamford Green Primary School and Nursery

1. Context

- a) 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 critical to the COVID-19 response - who absolutely need to attend.
- b) Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children who have a parent that is critical to the COVID-19 response and cannot be safely cared for at home.
- c) As far as is reasonably possible Stamford Green, will take a whole institution approach to safeguarding. This will allow us to satisfy ourselves that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining their child protection policy.
- d) This addendum of the Safeguarding (and Child Protection Policy) contains details of our individual safeguarding arrangements in the following areas:

- 2. **Key contacts**
- 3. **Vulnerable children**
- 4. **Attendance monitoring**
- 5. **Designated Safeguarding Lead**
- 6. **Reporting a concern**
- 7. **Safeguarding Training and induction**
- 8. **Safer recruitment/volunteers and movement of staff**
- 9. **Online safety in schools and colleges**
- 10. **Children and online safety away from school and college**
- 11. **Supporting children not in school**
- 12. **Supporting children in school**
- 13. **Peer on Peer abuse**

2. Key contacts

Role	Name	Phone	email
Designated Safeguarding Lead (DSL)	Kathryn Dray	07983 304 244	drayk@stamford-green.surrey.sch.uk
Headteacher and Deputy DSL	Louise Druce	07811 303 876	head@stamford-green.surrey.sch.uk
Deputy Designated safeguarding lead (DDSL)	Vicky Swann	07907 155 601	deputy@stamford-green.surrey.sch.uk
Chair of governors/trustee	Simon Williams	01372 725 383	williamss@stamford-green.surrey.sch.uk
Safeguarding governor/trustee	Simon Williams	01372 725 383	williamss@stamford-green.surrey.sch.uk
Clerk to Governors	Louise Wheatley	01372 725 383	clerk@stamford-green.surrey.sch.uk

1. Vulnerable children

- a) 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.
- b) Those who have a social worker include children who are subject to a Child Protection Plan, a Child in Need Plan and those who are looked after by the Local Authority.
- c) Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can 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 can safely remain at home.
- d) Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.
- e) The Headteacher and Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support. Stamford Green Primary School and Nursery will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head

(VSH) for looked-after and previously looked-after children. The lead person for this will be Kathryn Dray.

- f) 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 and/or there is a formal agreement with the Social Worker. 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 Stamford Green Primary School and Nursery will explore the reasons for this directly with the parent. We as a school will ensure that all professionals involved with these vulnerable children, (e.g. social workers, SEND case workers, Early Help worker etc.) are fully informed around the current attendance of the child (attending school or not) and if not attending school the arrangements that we have put in place around safeguarding this child.
- g) Where parents are concerned about the risk of the child contracting COVID19, Stamford Green Primary School and Nursery, the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.
- h) Stamford Green Primary School and Nursery will encourage our vulnerable children and young people to attend a school, including remotely if needed.
- i) In addition to this, the DSL (or DDSL) will consider the challenges as a result of COVID-19 in a child protection/ safeguarding context and this is reflected in this policy.

4. Attendance monitoring

- a) We know that some families need more support than others and that attending education settings is an important protective factor for children receiving support. We also know that some families may over estimate their ability to cope in these extraordinary times.
- b) All professionals need to be mindful that there will be some examples where the current COVID-19 pandemic could be used by families as a reason to avoid contact from professionals when the family may not be symptomatic and to prevent identification of safeguarding issues.
- c) To ensure that appropriate action is taken to keep children safe and protected we require all education settings to identify through a new automated tracking mechanism the non-attendance of vulnerable children that are expected to attend an education setting.

- d) Stamford Green Primary School and Nursery must act by notifying the local authority on the first day of non-attendance and any day following, when a vulnerable child, that is expected to attend an education setting is absent, by using the following link to the Automated Tracking Mechanism:
<https://www4.surreycc.gov.uk/social/child/absence-submission-portal/>
- e) Education settings must continue to take action as soon as they are aware of non-attendance using first day calling and other internal tracking and follow up procedures. Education settings must continue to inform relevant agencies (including Social Work Teams) and professionals of any concerns that require a response.

5. Children and young people who are “otherwise vulnerable” expectations on the education partnership

- a) This cohort is defined as children and young people who have been assessed as “otherwise vulnerable” (Priority) by education settings, the local authority or partner agencies; examples may include Young Carers, adopted children and/or children with mental health and wellbeing concerns.
- b) The Vulnerable Learners Service will contact education settings to assist the identification of these children and young people.
- c) Education settings should use their discretion to encourage the attendance of children and young people that they or partners feel would be safer by attending provision. In the case of non-attendance education settings should act to follow up with both the parent/carer and any partner agency involved to establish the reason for absence and act to encourage attendance.
- d) The Vulnerable Learners Service will provide support to education settings to identify “otherwise vulnerable children” who do not have a Social Worker or an EHCP. The Vulnerable Learners Service will assist the setting to make arrangements with families to provide for these children and track and encourage attendance.
- e) **Where any professional continues to have concerns about the safety of a child they should email a** Children’s Services Request for Support Form to cspa@surreycc.gov.uk **or contact the C-SPA on 0300 470 9100.**

6. Designated Safeguarding Lead

- a) Stamford Green Primary School and Nursery has a Designated Safeguarding Lead (DSL) and two Deputy DSLs.

- I. The Designated Safeguarding Lead is: Kathryn Dray
 - II. The Deputy Designated Safeguarding Leads are: Louise Druce and Vicky Swann
-
- b) A member of the DSL team will always be available during school hours. The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.
 - c) Where a trained DSL (or deputy) is not on site, in addition to the above, a designated member of staff from the Extended Leadership Team will assume responsibility for co-ordinating safeguarding on site.
 - d) This might include liaising with the offsite DSL (or deputy) 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 the school or college.
 - e) It is important that all our staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them.
 - f) The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

7. Reporting a concern

- a) Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes the DSL making a report via C-SPA.
- b) Staff are reminded of the need to report any concern immediately and without delay see Appendix 1.
- c) Where staff are concerned about an adult working with children in the school, they should continue to follow our normal procedures and alert the headteacher immediately.
- d) In dealing with allegations or concerns against an adult, staff must:
- e) Report any concerns about the conduct of any member of staff or volunteer to the Headteacher immediately.

- f) If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governor as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.
- g) There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- h) Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO on 0300123 1650 option 3 LADO Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.
- i) Following consultation and advice from the LADO inform the parents of the allegation unless there is a good reason not to
- j) In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.
- k) If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2019) and the SSCP procedures.

8. Safeguarding Training and induction

- a) 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.
- b) All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.
- c) Where new staff are recruited, or new volunteers enter our School, they will continue to be provided with a safeguarding induction.
- d) 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: -

- I. the individual has been subject to an enhanced DBS and children's barred list check
 - II. there are no known concerns about the individual's suitability to work with children
 - III. there is no ongoing disciplinary investigation relating to that individual
- e) Upon arrival, they will be given a copy of the receiving setting's child protection policy (which will be similar to their current setting if a Surrey school), confirmation of local processes and confirmation of DSL arrangements.

9. Safer recruitment/volunteers and movement of staff

- a) It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Stamford Green Primary School and Nursery will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).
- b) 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.
- c) Where our School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- d) Stamford Green Primary School and Nursery 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. Full details can be found at paragraph 163 of KCSIE, in line with advice from the LADO where appropriate.
- e) Stamford Green Primary School and Nursery will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

- f) During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk
- g) Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such Stamford Green Primary School and Nursery will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can also, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

10. Online safety in schools and colleges

- a) Stamford Green Primary School and Nursery will continue to provide a safe environment, including online. This includes the use of appropriate filters and online monitoring systems.
- b) Where children are using computers in school, appropriate supervision will be in place.

11. Children and online safety away from school and college

- a) 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 Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.
- b) Stamford Green Primary School and Nursery will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- c) Below are some things to consider when delivering virtual lessons, especially where webcams are involved:
 - I. Staff and children must wear suitable clothing, as should anyone else in the household.
 - II. Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
 - III. The live class should be recorded so that if any issues were to arise, the video can be reviewed.
 - IV. Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.

- V. Language must be professional and appropriate, including any family members in the background.
 - VI. Staff must only use platforms provided by Stamford Green to communicate with pupils
 - VII. Staff should record, the length, time, date and attendance of any sessions held.
- d) All staff Stamford Green Primary School and Nursery school will be reminded of the following policies:
- I. Staff code of conduct
 - II. Acceptable users' policy
 - III. Social media guidance contained within the aforementioned policies

12. Supporting children not in school

- a) Stamford Green Primary School and Nursery is committed to ensuring the safety and wellbeing of all its Children.
- b) Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. See Appendix 1.
- c) The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.
- d) Stamford Green Primary School and Nursery and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.
- e) This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate. The DSLs will continue to meet weekly via video call and share information and ensure actions have been undertaken.
- f) The school will share safeguarding messages on its website and social media pages.
- g) Stamford Green Primary School and Nursery recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

- h) Staff at our school need to be aware of this in setting expectations of pupils' work where they are at home.
- i) Stamford Green Primary School and Nursery will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

13. Supporting children in school

- a) Stamford Green Primary School and Nursery is committed to ensuring the safety and wellbeing of all its pupils.
- b) Stamford Green Primary School and Nursery will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.
- c) Stamford Green Primary School and Nursery 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 COVID19.
- d) Stamford Green Primary School and Nursery will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

13. Peer on Peer Abuse

- a) Stamford Green Primary School and Nursery recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.
- b) Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.
- c) The school will 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.
- d) Concerns and actions must be recorded, and appropriate referrals made.

All staff will be sent this additional policy to read and to will complete the Google form below to say they have read and understood the content.

<https://forms.gle/GgTxvwDpLVikZTMKA> (update)

Appendix 1



Safeguarding and Staying in Contact Procedures for Teachers – Phase 4 - COVID-19 School Closure

Partial Opening – Our Road Map for All Children

Ever since school closed for all children, except those attending our emergency childcare provision, our thoughts have been on how we might achieve full-time attendance again for all. This letter will explain our Road Map for the short, medium and long term. Even though the exact timeframe for everything is not known, we felt it important to share our vision with you.

Principles

Three key principles have been at the forefront of every decision that the leadership team and governing body have made during COVID-19 including when thinking about the partial opening in June. These are:

- Staying safe
- Building slowly and sustainably
- All our pupils and staff matter

Model

With these principles in mind, along with careful consideration of the government guidance and with only 61% of staff available, our model is to offer every child, in the year groups identified by the government, a day in school each week initially.

This gives all children in YN, YR, Y1 and Y6 an opportunity to be in school at some point each week. All our pupils matter. Therefore, giving one year group everything and some year groups nothing was not an option we wanted to take.

Our model is driven by safety and a child-centered approach. We appreciate that every family is different and we are never going to meet everyone's ideal scenario, especially not in the middle of a global pandemic! This is why our principles have driven our decisions.

Short Term

After half term we will be providing the following for our community:

1. Emergency Childcare Provision: 8.30am – 3.30pm
2. Home Based Learning
3. Partial Opening

As such, sadly we won't be calling home anymore, except to certain families that we are supporting. Google classroom will be in use for Y2 – Y6 so your child will be able to stay in touch with their class teacher via this platform.

In the week beginning 1.6.20, school will only be open for the Emergency Childcare Provision. All of the staff will be required to attend extensive training and prepare for

our partial opening.

In the next few paragraphs you will see the use of the word 'bubble'. This is a short way of describing our protective bubble approach, where consistent staff and children have been put into bubbles to minimise risk and to maximise the chances of social distancing as bubbles do not mix or interact.

Medium Term

In September, all being well, the children in YR to Y5 will return to the year group, classroom and teacher* that they had on 20.3.20. This allows for transition, curriculum bridging and well-being.

*Health conditions allowing

Just before October half term, all being well, the children in YR to Y5 will move to the next year group, classroom and teacher. It is only at this point that the children in Y1, Y3 and Y4 will have their classes mixed. Please see the A to Z Guide on our website for more information on class mixing.

If the existing YN children are staying with us, then the above applies but we will give you more information on how this will work for YN nearer the time.

New YN and YR children will have a slightly longer phased entry in smaller groups so that existing YN and YR children are not forced to move before they are ready.

Long Term

With a dash of optimism and a sprinkle of positivity, the long term ambition is for all children to be full time in their next (Y1 – Y6) or new (YN and YR) year group by the second half of the Autumn term. Even at this stage though, our principles of staying safe, building slowly and sustainably and that all staff and children matter will guide the governing body's decision.

Priority families

For the children identified with a green code (Priority family) weekly contact will continue.

Either Mrs Dray or the class teacher will contact our priority/green families and contact will be recorded in the DSL spreadsheet by Mrs Dray.

If calling from a mobile phone, staff should hide their caller ID.

Appendix 2

Paediatric First Aid Backup Protocol - Remote Support to Schools

Context

Since the development of the Coronavirus in the UK and the Government direction for all schools to remain open to key workers, we have begun to lose a number of Paediatric First Aiders due to self-isolation (as a result of a family member having symptoms) or as a direct result of themselves showing symptoms. This has left school vulnerable to the fact that all Paediatric First Aiders may be offsite and unable to be present in the building. If this occurs there are three options:

1. The school may choose to close entirely.
This is not an option we want to explore.
2. The school decides not to accept any child below the age of 6 years old as there are no Paediatric First Aiders on the premises (in the event they are all in isolation). In this instance the school **MUST** still have someone onsite who has received basic First Aid training in order to remain open. **This is a possible option and the simplest to carry out although it will impact on the partial opening and a small percentage of key workers.**
3. The school decides to find a work around solution that is highly transparent to parents and which has been discussed with the legal team at Browne Jacobson. **This is a possible option but does require the HIGHEST level of transparency with all stakeholders and will be carried out only as LAST resort if the school is at threat of closure and with FULL parent consent.**

In the extremely unlikely event that there are no basic First Aiders available to be in school then there will be **NO** option but to shut. As an **absolute minimum** the school should have at least one basic First Aider on site at any one time.

Solution

In the first instance, and whilst staffing allows this, a Paediatric First Aider should be onsite every day the school is open. In the event that all Paediatric First Aiders are unable to attend the school due to self-isolation and/or illness, the following process will be implemented:

1. All Paediatric First Aiders will be contacted to ascertain if they are well enough to work remotely from home. *Anyone with Coronavirus symptoms who feels too unwell to function will not be called upon and must let the HT/DHTs know.
2. A remote Paediatric First Aider rota will be created by the school that allocates a designated Paediatric First Aider (for each day) working

from home to be 'on call' at various points throughout the week or as and when the rota requires it. The school should also identify a backup Paediatric First Aider who is then on standby. The rota can also identify Paediatric First Aiders from other schools who can be contacted in an emergency.

3. The Leadership and Management Team should then identify on the school key worker rota, a number of staff who are onsite who have received basic First Aider training (staff should be consulted about this and it should not be imposed as we need staff who are confident in a potential crisis). Targeted First Aiders on site will deal with all low risk issues and injuries e.g. a scraped knee etc.
4. The person taking the bookings for the child care provision, will flag all children under the age of 6 years old on the register as well as any medical needs that a child has. If the child has a significant need related to health then potentially the school will need to explain to the parent that they can't accept the child whilst we do not have Paediatric First Aider onsite. The school should make reasonable adjustments to any other risk assessment held that makes reference to the use of a Paediatric First Aider and update this to the interim/emergency protocol for the remote Paediatric First Aider.
5. Parents who are bringing their children to school who have anyone under the age of 6 years old (and who do not have a significant health need) should be informed of the situation and the processes the school has put in place. Parents should be made aware that a risk assessment is in place and are asked to acknowledge on a consent form (below) that they are aware of the measures that the school have put in place and are comfortable with these.
6. If the basic First Aider comes across a situation whereby they are asked to deal with a more serious injury and they don't feel equipped to deal with - then the Paediatric First Aider who is 'on call' will be called using video conferencing.
7. During this conference call, the Paediatric First Aider will ask to see the child's injury or assess their illness using the live video conferencing software. They will gain additional information from the First Aider onsite, any other staff members present and the child.
8. The Paediatric First Aider will then instruct the onsite First Aider of the steps and measures they need to take based on their assessment of

the case. If there is significant concern around the child then an ambulance is to be called.

9. All injuries/illnesses need to be recorded on the school system as normal.
10. If the basic First Aider has had to work in tandem with the remote Paediatric First Aider to solve an issue then there should be a debrief of the situation at the end of the day to discuss any lessons learned. Leadership of each school should be notified immediately if a remote Paediatric First Aider has been called upon.

Key Constants

- At all times the school must operate by the highest levels of transparency and explain the situation in full to parents. This is a NON NEGOTIABLE. Parents should also be asked to sign the consent form to indicate they have received the information.
- All First Aid issues should be recorded as normal using the school system.
- Leadership must be informed immediately if a remote Paediatric First Aider has been called upon.
- If staff are in any doubt about the severity of an injury/illness and it is causing concern then an ambulance should be called and over the phone direction/support will be offered by 999 prior to an ambulance or paramedic arriving.
- If a remote Paediatric First Aider has been called upon, then the parents of the child should be notified as soon as possible.
- All staff have access to the remote Paediatric First Aiders' mobile phone numbers in advance.
- All staff are made aware of the video conferencing option the school plans to use and are provided with a help sheet that talks through this process.
- Basic First Aiders are trained in how to specifically use WhatsApp video calling (as are Paediatric First Aiders) and are expected to notify the Headteacher if they need training/support.

Timetable

Remote Paediatric Support Timetable			
Day	'On Call' Paediatric First Aider	'Back Up' Paediatric First Aider	Basic First Aiders Onsite
Monday – Wednesday 12 noon	Vanessa Frost	Amanda Hughes	All other staff on duty are trained
Phone Number	07958 291 171	07903 737 674	-
Wednesday 12 noon - Friday	Amanda Hughes	Vanessa Frost	All other staff on duty are trained
Phone Number	07903 737 674	07958 291 171	-
Video calling solution: WhatsApp		Please note that if you do need to use WhatsApp to call either Vanessa or Amanda you will need to be on 3G not the school Wi-Fi. It may also be advisable to save their numbers in the 'favourites' section of your phone for easy and fast access.	
A copy of this will be kept in the First Aid area at school			
Are ALL staff aware of the above system and who the 'Basic First Aiders and 'On Call Paediatric First Aiders' are for the week?	Yes		No
	Yes – indicated on weekly rota		



Information for Parents

Remote Paediatric First Aid Provision in Place

As a result of the Coronavirus outbreak in the UK, we are now in the unfortunate position where all of our Paediatric First Aid trained staff are in self-isolation or unwell with the virus and therefore unable to be onsite.

Staff who have received Paediatric First Aid training have typically attended a 2 day course and received in depth training. Whilst there is nothing in legislation that specifies that a school legally has to have staff trained to this level, the reality is that every school in the country adheres to best practice - this is especially the case where a school has children under the age of 6 years old attending (mainly all primary schools except junior schools).

The school currently has a number of staff onsite who have received basic First Aid training however, this is not as in depth as the Paediatric course.

As a result of the school not having a Paediatric First Aider onsite today, there are two choices available.

1. The first choice is that the school does not accept any child under the age of 6 years due to a Paediatric First Aider not being onsite were an injury to occur.
2. The second choice is that the school operates a remote service with Paediatric First Aiders who are well enough to work but are in isolation. In the unlikely event that your child were to become unwell or injured they would be assessed by an onsite basic First Aider and, if the illness/injury was judged to be anything other than minor, a Paediatric First Aider would be remotely contacted via video conferencing. The Paediatric First Aider would then assess the child using video link by: observing any injury (where appropriate), talking to the child and the member of staff. Whilst this was going on there would ALWAYS be a staff member present with your child in person for the duration of the video conference. We will only ever use Paediatric First Aiders who are employed by the school to assess your child.

If you are comfortable with the solution the school has put in place to support Key Workers and are happy to leave your child with us in the knowledge that a Paediatric First Aider is not onsite, then please sign below.

Child's name.....(PLEASE PRINT)

Parent/Carer's name..... (PLEASE PRINT)

Parental signature.....

Date.....