

# Remote learning policy

Gravenhurst Academy



Langford Village Academy



**Approved by:**

Debbie Randall

**Date:** 8-10-20

**Last reviewed on:**

8-10-20

**Next review due by:**

# Contents

|                                     |   |
|-------------------------------------|---|
| 1. Aims .....                       | 2 |
| 2. Roles and responsibilities ..... | 2 |
| 3. Who to contact .....             | 5 |
| 4. Data protection.....             | 5 |
| 5. Safeguarding.....                | 6 |
| 6. Monitoring arrangements .....    | 6 |
| 7. Links with other policies .....  | 6 |

---

## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

The policy is applicable if Gravenhurst Academy or Langford Village Academy are unable to remain open to all pupils due to local school closures, national school closures or an outbreak of COVID-19 at the school itself.

The policy is also applicable to anyone (staff and students) who is self-isolating in line with government guidance.

## 2. Roles and responsibilities

### 2.1 Teachers

If an **individual child is self-isolating**, teachers will be expected to:

- Upload work onto google classroom along with supporting resources a minimum of the day before it should be done. Work should be in line with what children are completing in school
- Provide parents with links to appropriate online resources to support learning
- Make clear to parents which pieces of work will be receiving feedback and request they send this via google classroom
- Indicate via email or google classroom where children should work up to if you are sending any workbooks home
- Feedback should be provided on at least two pieces of work weekly. Feedback should contain a positive comment and a comment for development and be sent via Google Classroom
- Make telephone or email contact with parents at least once a week, during normal working hours if possible.

If a **teacher is unable to work** for any reason during this time, for example **due to sickness or caring for a dependant**, they should report this using the normal absence procedure and make provision for work in accordance with the school's absence policy which is outlined in our Staff Handbook.

If a **teacher is required to self-isolate** (without being unwell or caring for a dependant), they will be expected to:

- Be available between 08:50 and 15:20 (normal school hours)
- Plan and teach lessons according to the curriculum focus for that class using Google Classroom

- Provide before 3pm the day before they are needed, any materials that will need producing for the children to use
- Liaise with the relevant Teaching Assistant regarding assessment and feedback on work, providing guidance and ensuring students receive two pieces of feedback weekly including a positive comment and developmental comment
- Attend meetings virtually with staff if required. For such meeting attire should be appropriate and teachers should avoid areas with background noise and ensure nothing inappropriate is in the background
- Contact BEST-IT services should they require any IT support

In the case of a **whole school closure** or whole bubble / Year group closure, teachers will be expected to

- Be available from 08:50 until 15:20 (normal school hours)
- Be on rota for in-school work with Key Worker and eligible pupils and support them with the online work set by their class teacher
- Provide a weekly timetable overview of lessons and tasks to support both parents and pupils with managing their time for home learning tasks. This should include at least 3 hours of English, 3 hours of Maths and 3 hours combined for other subjects
- Plan lessons that are relevant to the curriculum focus for that class. Endeavour to replicate class learning through lesson delivery, (following Safeguarding guidelines) or provide appropriate links to online tutoring e.g. Oak National Academy. Three times a week a 5-10 minute lesson introduction should be uploaded to Google Classroom (Once staff have received appropriate training)
- Teach all other content by uploading to google classroom document worksheets, quizzes, projects and online programs (for Maths, English, spellings, Science and Topic)
- Upload their weekly timetable overview, recorded lessons and all other work by 6pm if possible, on Sunday, ready for the week ahead (dependent on when the closure was to happen)
- Provide access to their google classrooms for staff in school supporting students
- Make provision for pupils with limited access to devices so that they can still complete the work
- Make clear to parents, via google classroom which work will receive feedback and provide instruction to submit the work via Google Classroom
- Feedback should be provided on at least two pieces of work weekly, providing a positive comment and a developmental comment. This should be fed back via Google Classroom
- Make contact home preferably by telephone call from school where possible then via email, once every two weeks to speak to parents and/or the child about their home learning work. Emails and telephone calls should be made during normal working hours if possible
- Respond within 2 working days to requests to support families at home. Parents should communicate any messages either directly on Google Classroom or to the school office: [langford-info@bestacademies.org.uk](mailto:langford-info@bestacademies.org.uk) & [gravenhurst-info@bestacademies.org.uk](mailto:gravenhurst-info@bestacademies.org.uk)
- Contact BEST-IT services should they require any IT support
- Attend virtual meetings with staff and parents as required. For such meetings attire should be appropriate and teachers should avoid areas with background noise and ensure nothing inappropriate is in the background
- Weekly staff briefing/meetings to highlight any issues – these would be set up by the person leading the meeting. Meetings with parents would be set up on a needs basis by teacher or in the case of parents evening via the school system
- If teachers are on rota to be in school other teachers will support with online learning where possible
- Note any complaints or concerns be shared by parents or children and if they are unable to resolve them, refer the complaint to the appropriate school leader. In particular any safeguarding concerns should be raised to the DSL using the usual process

- Monitor behaviour including failure to complete work and inform parents of any concerns. If no improvement, then a concern should be raised with school leadership
- Work sent home due to lack of online access will need to be discussed via a telephone call to parents from school at least once every two weeks

## 2.2 Teaching assistants

If an **individual child who receives support is self-isolating**, teaching assistants will be expected to:

- Liaise with the class teacher and SENCO to ensure sufficient support is provided for identified pupils including pupils with EHCPs. Support may take the form of communication with pupils and/or parents; modifying work to improve access for pupils; developing materials to support pupils

If a **teaching assistant** is unable to work for any reason during this time, for example **due to sickness or caring for a dependent**, they should report this using the normal absence procedure.

If a **teaching assistant is required to self-isolate** (without being unwell or caring for a dependant), they will be expected to:

- Be available during their normal working hours
- Work on tasks as directed by either the class teacher or school leadership

In the case of a **whole school closure** or whole bubble / Year group closure, teaching assistants will be expected to

- Be available during their normal working hours
- Assist with remote learning by supporting those pupils who normally receive support
- Liaise with the class teacher and SENCO to ensure sufficient support is provided for identified pupils. Support may take the form of communication with pupils and/ or parents; modifying work to improve access for pupils; developing materials to support pupils
- Attend virtual meetings with staff and parents. For such meetings attire should be appropriate and teachers should avoid areas with background noise and ensure nothing inappropriate is in the background

## 2.3 Subject co-ordinators

In the case of a **whole school closure** or whole bubble / Year group closure, alongside their teaching responsibilities, subject Co-ordinators will be expected to:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject Co-ordinators make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitor the remote work set by teachers in their subject by reviewing work set and holding meetings where appropriate with teachers (Subject Leaders would need access to everyone's Goggle Classroom)
- Alert teachers to resources they can use to teach their subject remotely

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through half termly meetings with subject leaders and teachers, reviewing work set and reaching out for feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.5 Designated safeguarding lead

The DSL is responsible for:

- Ensuring the relevant safeguarding policy is adhered to including any addendum in relation to remote learning

## 2.7 Pupils and parents

Staff can expect **pupils** learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect **parents** with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Engage with school staff
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## 2.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

## 3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant Key Stage Co-ordinator, subject lead, or SENCO
- Issues with behaviour – talk to school leadership
- Issues with IT – raise a ticket with BEST-IT
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

## 4. Data protection

### 4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access the data and materials from the Google drive
- School devices should be used to access the data

- Phone calls should be made from school if possible; if personal phones are used at home, prefix the number with 141

## 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses. Please only use the school email address. As long as this process is necessary for the school's official functions, individuals do not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

## 4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device – this should be done via BEST IT
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software – this should be done via BEST IT
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

There is an addendum to the safeguarding policy- see attached for GHA & LVA

## 6. Monitoring arrangements

This policy will be reviewed as appropriate by the Principal. At every review, it will be approved by the Chair of Governors

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy

## **Addendum 1**

# **COVID-19 school closure arrangements for Safeguarding and Child Protection at Gravenhurst Academy**

## 1. Context

From 20<sup>th</sup> 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.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Gravenhurst Academy Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

|   |   |
|---|---|
| 1. Context.....   | 2 |
| 2. Vulnerable children.....                                     | 3 |
| 3. Attendance monitoring.....                                   | 4 |
| 4. Designated Safeguarding Lead .....                           | 4 |
| 5. Reporting a concern .....                                    | 5 |
| 6. Safeguarding Training and induction.....                     | 6 |
| 7. Safer recruitment/volunteers and movement of staff .....     | 6 |
| 8. Online safety in schools and colleges .....                  | 7 |
| 9. Children and online safety away from school and college..... | 7 |
| 10. Supporting children not in school .....                     | 8 |
| 11. Supporting children in school .....                         | 9 |
| 12. Peer on Peer Abuse .....                                    | 9 |



## Key contacts

| Role                                | Name           | Contact number | Email  |
|-------------------------------------|----------------|----------------|--|
| Designated Safeguarding Lead        | Debbie Randall | 01462 629000   | <a href="mailto:drandall@bestacademies.org.uk">drandall@bestacademies.org.uk</a> |
| Deputy Designated Safeguarding Lead | Helen Beckett  | 01462 629000   | <a href="mailto:hbeckett@bestacademies.org.uk">hbeckett@bestacademies.org.uk</a> |
| Headteacher                         | Debbie Randall | 01462 629000   | <a href="mailto:drandall@bestacademies.org.uk">drandall@bestacademies.org.uk</a> |
| Chair of Governors                  | Ann Gilbert    | 01462 337846   | <a href="mailto:agilbert@bestacademies.org.uk">agilbert@bestacademies.org.uk</a> |

### Vulnerable children

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.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

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.

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

Senior leaders, especially the 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.

Gravenhurst Academy 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 Debbie Randall for all children with an allocated social worker and Helen Beckett for all looked-after and previously looked after children.

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. 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 Gravenhurst Academy will explore the reasons for this directly with the parent. Gravenhurst Academy will share the names of those attending with allocated social workers to discuss their views on attendance/non-attendance.

Where parents are concerned about the risk of the child contracting COVID19, Gravenhurst Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Gravenhurst Academy will encourage our vulnerable children and young people to attend a school, including remotely if needed.

## **Attendance monitoring**

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

Gravenhurst Academy and social workers will agree with parents/carers whether children in need should be attending school – Gravenhurst Academy will then follow up on any pupil that they were expecting to attend, who does not. All children with an allocated social worker will be contacted by members of the safeguarding team to inform of attendance. DSL will update social workers of any changes.

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

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

## **Designated Safeguarding Lead**

Gravenhurst Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is Debbie Randall

The Deputy Designated Safeguarding Lead is: Helen Beckett

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 email.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and 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.

It is important that all Gravenhurst Academy 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.

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

## **Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy.

Staff should email the DSL and DDSL. This will ensure that the concern is received.

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

Where staff are concerned about an adult working with children, they should continue to follow the academy policy.

Concerns around the Headteacher should be directed to the Chair of Governors: Ann Gilbert

## **Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

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.

Where new staff are recruited, or new volunteers enter Gravenhurst Academy, they will continue to be provided with a safeguarding induction. This may be conducted remotely.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **Safer recruitment/volunteers and movement of staff**

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, Gravenhurst Academy 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 (2020) (KCSIE).

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.

Where Gravenhurst Academy 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.

Gravenhurst Academy 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.

Gravenhurst Academy 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.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

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, Gravenhurst Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **Online safety in schools and colleges**

Gravenhurst Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where pupils are using computers in school, appropriate supervision will be in place.

## **Children and online safety away from school and college**

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.

Online teaching should follow the same principles.

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

Below are some things to consider when delivering virtual lessons:

- No 1:1s, groups only
- Language must be professional and appropriate.
- As stated in the teaching and learning support for distance learning booklet, staff will be presenting new learning through agreed software as a school. This will only record voice as teachers talk pupils through PowerPoint slides. At no point should the staff member, or part of your household be visible via video.
- Following the presentation of new material, it is likely that discussion within Google Classroom will begin. This should be done in written form online.

## Supporting children not in school

Gravenhurst Academy is committed to ensuring the safety and wellbeing of all its Children and Young people.

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.

Gravenhurst Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plans.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website, through Parentmail and through emails with staff.

Gravenhurst Academy 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. Teachers at Gravenhurst Academy need to be aware of this in setting expectations of pupils' work where they are at home.

Gravenhurst Academy 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.

## Supporting children in school

Gravenhurst Academy is committed to ensuring the safety and wellbeing of all its pupils.

Gravenhurst Academy 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.

Gravenhurst Academy 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.

Gravenhurst Academy 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. This will be bespoke to each child and recorded.

Where Gravenhurst Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

## Peer on Peer Abuse

Gravenhurst Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

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.

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.

Concerns and actions must be recorded and appropriate referrals made.

**Addendum added: 30<sup>th</sup> March 2020**

**Author: Debbie Randall (DSL)**

## **Addendum 1**

# **COVID-19 school closure arrangements for Safeguarding and Child Protection at Langford Village Academy**



## 1. Context

From 20<sup>th</sup> 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.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Langford Village Academy Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

|   |   |
|---|---|
| 1. Context .....  | 2 |
| 2. Vulnerable children.....                                     | 3 |
| 3. Attendance monitoring.....                                   | 4 |
| 4. Designated Safeguarding Lead .....                           | 4 |
| 5. Reporting a concern .....                                    | 5 |
| 6. Safeguarding Training and induction.....                     | 6 |
| 7. Safer recruitment/volunteers and movement of staff .....     | 6 |
| 8. Online safety in schools and colleges .....                  | 7 |
| 9. Children and online safety away from school and college..... | 7 |
| 10. Supporting children not in school .....                     | 8 |
| 11. Supporting children in school .....                         | 9 |
| 12. Peer on Peer Abuse .....                                    | 9 |

## Key contacts

| Role                                 | Name                                    | Contact number | Email  |
|--------------------------------------|---|----------------|--|
| Designated Safeguarding Lead         | Debbie Randall                          | 01462 629000   | <a href="mailto:drandall@bestacademies.org.uk">drandall@bestacademies.org.uk</a>   |
| Deputy Designated Safeguarding Leads | Nicky Abson<br>Joy Mead<br>Heidi Mellor | 01462 629000   | <a href="mailto:nabson@bestacademies.org.uk">nabson@bestacademies.org.uk</a><br><a href="mailto:jimead@bestacademies.org.uk">jimead@bestacademies.org.uk</a><br><a href="mailto:hmellor@bestacademies.org.uk">hmellor@bestacademies.org.uk</a> |
| Headteacher                          | Debbie Randall                          | 01462 629000   | <a href="mailto:drandall@bestacademies.org.uk">drandall@bestacademies.org.uk</a>   |
| Chair of Governors                   | Ann Gilbert                             | 01462 337846   | <a href="mailto:agilbert@bestacademies.org.uk">agilbert@bestacademies.org.uk</a>   |

## Vulnerable children

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.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

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.

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

Senior leaders, especially the 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.

Langford Village Academy 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: Debbie Randall for all children with an allocated social worker and Rachel Siswick for all looked-after and previously looked after children.

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. 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 Langford Village Academy will explore the reasons for this directly with the parent. Langford Village Academy will share the names of those attending with allocated social workers to discuss their views on attendance/non-attendance.

Where parents are concerned about the risk of the child contracting COVID19, Langford Village Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Langford Village Academy will encourage our vulnerable children and young people to attend a school, including remotely if needed.

## **Attendance monitoring**

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

Langford Village Academy and social workers will agree with parents/carers whether children in need should be attending school – Langford Village Academy will then follow up on any pupil that they were expecting to attend, who does not. All children with an allocated social worker will be contacted by members of the safeguarding team to inform of attendance. DSL will update social workers of any changes.

To support the above, Langford Village Academy will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Langford Village Academy will notify their social worker.

## **Designated Safeguarding Lead**

Langford Village Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Debbie Randall

The Deputy Designated Safeguarding Leads are: Nicky Abson, Joy Mead & Heidi Mellor

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 - for example when working from home. Both DSL and DDSL have mobiles where parents of vulnerable pupils and staff can contact them.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, 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.

It is important that all Langford Village 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.

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

## **Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy.

Staff should email the DSL and DDSL. This will ensure that the concern is received.

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

Where staff are concerned about an adult working with children, they should continue to follow the academy policy.

Concerns around the Headteacher should be directed to the Chair of Governors: Ann Gilbert

## **Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

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.

Where new staff are recruited, or new volunteers enter Langford Village Academy, they will continue to be provided with a safeguarding induction. This may be conducted remotely.

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:-

- a. the individual has been subject to an enhanced DBS and children's barred list check
- b. there are no known concerns about the individual's suitability to work with children
- c. there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **Safer recruitment/volunteers and movement of staff**

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, Langford Village Academy 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 (2020) (KCSIE).

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.

Where Langford Village Academy 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.

Langford Village Academy 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.

Langford Village Academy 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.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

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, Langford Village Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **Online safety in schools and colleges**

Langford Village Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where pupils are using computers in school, appropriate supervision will be in place.

## **Children and online safety away from school and college**

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.

Online teaching should follow the same principles.

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

Below are some things to consider when delivering virtual lessons:

- No 1:1s, groups only
- Language must be professional and appropriate.
- As stated in the teaching and learning support for distance learning booklet, staff will be presenting new learning through agreed software as a school. This will only record voice as teachers talk pupils through PowerPoint slides. At no point should the staff member, or part of your household be visible via video. Only pre-recorded videos should be used.
- Staff are to be mindful of noise and sounds in the background when recording voiceovers. Staff are to select a time when their household is quiet.
- Following the presentation of new material, it is likely that discussion within Google Classroom will begin. This should be done in written form online.

## **Supporting children not in school**

Langford Village Academy is committed to ensuring the safety and wellbeing of all its Children and Young people.

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.

Langford Village Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plans.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website, through Parentmail and through emails with staff.

Langford Village Academy 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. Teachers at Langford Village Academy need to be aware of this in setting expectations of pupils' work where they are at home.

Langford Village Academy 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.

## Supporting children in school

Langford Village Academy is committed to ensuring the safety and wellbeing of all its pupils.

Langford Village Academy 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.

Langford Village Academy 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.

Langford Village Academy 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. This will be bespoke to each child and recorded.

Where Langford Village Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

## Peer on Peer Abuse

Langford Village Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

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.

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.

Concerns and actions must be recorded and appropriate referrals made.

**Addendum added: 30<sup>th</sup> March 2020**

**Author: Debbie Randall (DSL)**