

Hungerhill School: Remote Education Policy



Responsible Committee/Individual	Headteacher
Author	Deputy Headteacher, Quality of Education
Target Audience	All Stakeholders
Date Policy Agreed	Spring 2021
Review Date	Summer 2023

1. Aims of this Policy

All schools have a duty to provide safe remote education for school-age children unable to attend school due to coronavirus (COVID-19) with effect from 22nd October 2020.

Where a class, group or small number of students need to self-isolate, or national/local-restrictions require students to remain at home, Hungerhill school is committed to offering immediate remote education. This policy aims to

- Ensure consistency in the approach to remote learning for students 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

1. Roles and Responsibilities

Remote education is much more than setting independent tasks for students. School leaders will ensure that all learners continue to access the curriculum through high-quality online and offline resources and teaching videos linked to the national curriculum expectations of our school. We will not rely on projects or independent research activities to simply keep students occupied. However, when combined with high-quality teacher input and accompanying resources, these approaches are deemed appropriate and effective. The platform we have chosen to support remote teaching and learning is Microsoft Office 365. We are committed to providing the training, support and guidance required to ensure that school staff, parents/carers and students feel confident to use our system safely and effectively. We will strive to ensure all students are supported to access online learning through the provision of IT hardware, such as laptops, where appropriate.

2.1. Teachers and Leaders

Our commitment is to offer a full timetable where possible and therefore the expectation is that teachers and leaders are available during the same working hours as they would be on-site. If they're 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.

When providing remote learning, teachers and leaders are responsible for:

- Planning high quality lessons.

The aim is to deliver the curriculum as planned and therefore consideration must be given to how this delivery needs to be adapted to meet the demands of the remote learning environment.

- Registering students

Accurate registers should be taken each lesson using SIMs. Attendance of students should be recorded in accordance with the attendance policy with accurate records taken to reflect attendance and punctuality.

- Delivering high quality lessons.

Lessons are delivered in line with the on-site timetable. These will be a blend of live teacher input with the option of utilising pre-recorded alternatives if this is appropriate. Students must have access to their teacher throughout the duration of their timetabled lesson. All resources and lessons should be delivered through Microsoft Teams with recordings taken of each lesson

- Providing feedback on work.

Assessment for Learning strategies should be used throughout lessons to monitor understanding and enable the addressing of misconceptions. Students can share their completed work via Microsoft Teams or via email using school accounts only. The use of Microsoft Forms is also encouraged to enable students to demonstrate their learning and receive feedback accordingly. Teachers are encouraged to set such 'quizzes' every 3-5 lessons depending on the contact hours for individual subjects. Students will receive verbal feedback and written feedback.

- Keeping in touch with students who aren't in school and their parents.

The normal channels of home/school communication remain in place and staff will remain available during working hours. Parents are encouraged to contact respective Heads of Year if they have any concerns via email or telephone. The school website will remain a central area for all key information to be found. Weekly, or whenever it is deemed appropriate, written communication will be sent to parents with updates. Daily form periods will enable contact between students and their form tutor and attendance will be recorded on SIMs for every period of the school day. Absences will be communicated directly with parents. Where there are concerns, telephone contact will be made and if necessary meetings scheduled (adhering to government guidance e.g. social distancing). On-line meetings, using Microsoft TEAMS may be held.

- Attending virtual meetings with staff, parents and students.

Professional conduct, including appearance, is expected at all times (please refer to staff handbook). In the event of virtual meetings, it is encouraged that these are 'hosted' from the school site. Where this is not possible, the same expectations apply and staff members are expected to apply their professional judgement to ensuring information such as personal addresses/locations are not shared.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants will be expected to continue to carry out their duties within their working hours. If they're 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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting students classified as vulnerable, based on government guidance, who are entitled to a school place during any form of 'lockdown' and therefore continue to attend school
- Supporting vulnerable students who aren't in school with learning remotely. This includes supporting students in the Breakout room feature of Microsoft Teams that will enable focussed input for targeted students within a class.
- Attending virtual meetings with teachers, parents and students where applicable and with support from the SENDCo

2.3 Curriculum Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject through regular meetings with subject teachers and the use of insights in Microsoft Teams
- Alerting teachers to resources they can use to teach their subject remotely and promoting the sharing of good practice through weekly CPD sessions

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 frequent drop-ins, meetings with curriculum leaders and obtaining regular feedback from all stakeholders (students, parents, staff, governors)
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead/Deputy Designated Safeguarding Lead

The DSL/DDSL continues to have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. Please see safeguarding policy and accompanying Covid-19 addendum.

2.6 Students and Parents/Carers

Staff can expect students learning remotely to:

- Attend and actively engage in all lessons
- Be contactable during the school day
- 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/carers with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work for example due to sickness, by reporting using the normal absence procedure.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff

2.7 Local Governing Board

The local 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

2.8 Brighter Futures Learning Partnership Trust

The Trust is responsible for:

- Producing and maintaining policies and procedures in particular Data Protection, Privacy and Staff Code of Conduct (including acceptable use of IT) Policies.

2.9 Brighter Futures Learning Partnership Trust ICT Support:

Trust ICT Support are responsible for:

- Ensuring that IT systems on and off site are maintained
- Ensuring that IT systems are monitored and report potential safeguarding issues are reported to the DSL

- Ensuring students are furnished with appropriate logons for systems and a short guide in how to login and complete work.
- Troubleshooting problems with individual staff and students' access to IT Systems where appropriate (including resetting passwords)
- Troubleshooting issues with staff equipment and providing an ICT Support ticket system
- Working within the Data Protection Act (1998) or DPA and General Data Protection Regulations or GDPR when providing support to ensure that personal data is not breached, including but limited to ensuring that usernames and passwords are only provided to students/parents/guardians once identity is established.
- Logging all data protection or GDPR issues and reporting to the Data Protection Officer (DPO)
- Providing technology to allow some students to complete work remotely – this will be from established devices and 4G dongle for connectivity provided by the Department for Education (DfE).

3. The Remote Learning Process

3.1 Delivering Remote Education

1. We will ensure that students have meaningful and ambitious work each day in a number of different subjects. We will plan a programme that is of equivalent length to the core teaching students would receive in school. Our remote learning timetable will mirror the on-site timetable for students wherever it is appropriate and practical to do so. If students are self-isolating or working remotely due to a bubble closure or lockdown, lessons will be delivered, and resources accessed by students, through Microsoft Teams. Microsoft Teams and Microsoft Outlook are designed to ensure that students have access to their regular classroom teachers and, where appropriate, are also be able to join remote live lessons. Where it is not possible for subject content to be experienced as it would be in school, appropriate alternative activities will be delivered, to ensure learning remains meaningful across the day.
2. We will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject. Teachers will continue to deliver the curriculum planned for their subject area. Each scheme of learning has been carefully devised to ensure the systematic development of knowledge and skills in a clearly sequenced and structured way. The planning for and delivery of remote learning will continue to reflect this. Amendments may be made to reflect the nature of on-line learning but, wherever possible, the overarching intent of the curriculum will remain the same. The curriculum overview for each subject and key stage is available on the school website: <https://www.hungerhillsschool.com/page/?title=Curriculum&pid=7>
3. We will provide frequent, clear explanations of new content, delivered by a teacher in the college or through high-quality curriculum resources or videos. Remote learning will be delivered via Teams, through a combination of live teaching, pre-recorded videos, instructional presentations and additional resources designed to replicate the on-site learning experience wherever possible. The school's teaching and learning framework will underpin all planning and

delivery. Lessons and associated high-quality resources will be uploaded to Teams daily, ensuring these are accessible to all students. All live lessons are recorded.

4. We will gauge how well students are progressing through the curriculum and set a clear expectation on how regularly teachers will check work. We will enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure students understanding. We will continue to monitor student progress across the curriculum in line with our teaching and learning strategy and our data and assessment calendar. Students will be expected to complete tasks and assessments as they would in class, although these may be adapted to reflect the changing circumstance. Subject teachers will then use this evidence to assess progress, provide feedback, inform planning and differentiate tasks/resources. The school's recently launched Principles of Excellence provides a framework to deliver high quality lessons.
5. In addition to the information on what schools should be doing to protect their students online, as outlined in the statutory guidance keeping children safe in education, we will implement any additional measures that will help to keep students safe online. All remote learning will take place within the secure Hungerhill network. Each student has their own personal login credentials to enable them to access this platform. All communication will also take place within our secure network. A separate remote learning risk assessment is in place available both in the remote learning handbook and on the school website.

3.2 Expectations during Remote Learning

Expectations of **students** during live lessons

During live lessons, students should adhere to the following:

- Attend lessons according to their normal timetable unless they have been told otherwise
- Join all live lessons punctually and complete the work set to the best of their ability
- Keep the microphone on 'mute' unless the member of staff asks them to 'unmute'
- Keep the camera turned off at all times unless instructed otherwise by a member of staff who may wish to check on progress or for safeguarding reasons
- Utilise the chat area and emojis in Microsoft Teams sensibly and appropriately – all lessons are recorded
- Always use school registered email accounts - allows the filtering and monitoring software to be in use.

Expectations of **Parents/Carers**

During remote learning, it is essential that where possible good routines are maintained. We would appreciate parental/carer support in the following ways;

- Ensure your child/children are eating and sleeping well to help them focus on their learning and that they have a quiet workspace where they can access lessons and complete classwork
- Encourage your child/children to join all live lessons punctually, to take part in the lesson and to complete the work set to the best of their ability
- Model positive conduct during the live lessons by showing respect towards the member of staff teaching and students taking part in the lesson
- Report any concerns with remote learning to the relevant Head of Year. If there has been an issue during a live lesson, please do not try and address the matter during the lesson through the use of the microphone or the conversation function

Expectations of **Teaching Staff** during live lessons

During live teaching from school or home, Teachers should:

- Record all lessons and 1 to 1 sessions (in breakout rooms)
- Take a register using SIMs
- Share their power point using the 'window' or 'power point' option on Microsoft Teams, as sharing via desktop may be an issue if SIMs or CPOMS are open
- Always use school registered email accounts - allows the filtering and monitoring software to be in use
- Turn the camera 'off' unless it is required to show a practical demonstration or modelling of an answer through the use of the visualizer/webcam
- Demonstrate the same standards of dress and conduct that they would if students were being taught face to face in school. Also, if working from home, any computers used should be in appropriate areas, for example not in bedrooms; and where possible against a neutral or Microsoft Teams background
- Press 'End' at the end of all lessons (not 'Leave') as this ends the meeting for all attendees and prevents unsupervised interaction between students
- Monitor the comments in the conversation/chat area and challenge any inappropriate comments. If there is a safeguarding concern, contact the school safeguarding team and log on CPOMS

4. Inclusion

4.1 Special Educational Needs

For students with SEND, their teachers are best-placed to know how the student's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in

school due to self-isolating/lockdown restrictions. We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that students with SEND can successfully access remote education alongside their peers.

4.2 Vulnerable Children

Where individuals are within the definition of vulnerable, we have robust systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). School leaders will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. We will check if a vulnerable child is able to access remote education. Where this is not the case, we will support them to access it (as far as possible) and to regularly check if they are doing so. We will ensure that the teaching and learning offered to all students, but especially our most vulnerable students, secures their interest and engagement.

5. Who to contact

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

- Issues in setting work – Contact the relevant curriculum leader or SENDCO
- Issues with behaviour – Contact the relevant Head of Year
- Issues with IT – Contact the IT Support
- Issues with their own workload or wellbeing – Contact their line manager or HR
- Concerns about data protection – Contact the data protection officer
- Concerns about safeguarding – Contact the DSL/DDSL and log on CPOMs

6. Data Protection

6.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use their school credentials to access Microsoft Office 365 and remote access.

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system or to subscribe to software used to deliver high-quality lessons. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

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

6.3 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
- 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
- Keeping operating systems up to date – always install the latest updates

7. Safeguarding

Please see Safeguarding and Child Protection policy and accompanying Covid-19 addendum (appendix 1)

8. Monitoring Arrangements

The policy will be reviewed in line with updates to the remote learning expectations as prescribed by the government or annually. At every review, it will be approved by the local governing board/Trust board

9. Concerns or Complaints

In the first instance, issues or concerns should be raised with the relevant Head of Year or member of the Senior Leadership Team. If concerns remain unresolved, they can be raised in accordance with the school's Complaints Policy.

Appendix 1 – Safeguarding C-19 Addendum



**Hungerhill School
Safeguarding and Child Protection Policy Covid 19 Addendum**



Responsible Committee/Individual	Headteacher
Author	Headteacher
Target Audience	All Stakeholders
Date Policy Agreed	January 2021
Review Date	September 2021

Important contacts

Role	Name	Contact details
Designated Safeguarding Lead	Mrs J Laidlaw	01302 885811 Laidlaw.J@hungerhillschool.com
Deputy Designated Safeguarding Lead	Mrs S Bagshaw	01302 885811 Bagshaw.s@hungerhillschool.com
Designated member of Senior Leadership Team if Designated Safeguarding Lead (and Deputy) can't be on site	Mrs J Laidlaw Mrs S Parker-Browne Mr P Storey	01302 892023 Laidlaw.j@hungerhillschool.com 01302 885811 parker_browne.s@hungerhillschool.com 01302 885811 storey.p@hungerhillschool.com
Headteacher	Mrs L Pond	01302 885811 pond.l@hungerhillschool.com
Local authority designated officer (LADO)	LADO	Mary Woollett Centre, Danum Road, Doncaster, DN4 5HF 01302 737748 or 01302 737332 LADO@dcstrust.co.uk

Role	Name	Contact details
Chair of governors	Mr N Purvis	
Link Governor	Mrs C Holden	

1. Scope and Definitions

This addendum applies from the start of the Spring term 2020. It reflects updated advice from our 3 local safeguarding partners Doncaster Children's Services, South Yorkshire Police, Doncaster Clinical Commissioning Group and local authority (LA) Doncaster Council.

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect students who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who:

Are assessed as being in need, including children:

- With a child protection plan
- With a child in need plan
- Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or

LAs, for example those who are:

- On the edge of receiving support from children's social care services
- Adopted
- At risk of becoming NEET ('not in employment, education or training')
- Living in temporary accommodation
- Young carers
- Considered vulnerable by the school and/or LA

2. Core Safeguarding Principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education 2020](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first

- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy (DDSL) should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online (refer to E-Safety policy)

3. Reporting Concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

There is a rota in place through lockdown to ensure that a safeguarding member of staff is on school site to respond to any concerns raised.

All staff have been informed that they should continue to work with and support children's social workers, where they have one, to help protect vulnerable children. This will be continued to be coordinated through the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead.

4. Designated Safeguarding Lead (and Deputy) Arrangements

We aim to have a trained Designated Safeguarding Lead and Deputy Designated Safeguarding Lead on site wherever possible. Details of all-important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our Designated Safeguarding Lead (or Deputy) can't be on site, they can be contacted remotely by via mobile phone, email and/or teams.

On occasions where there is no Designated Safeguarding Lead (or Deputy) on site, a Senior Leader will take responsibility for co-ordinating safeguarding. This will be either Mrs J Laidlaw, Mrs S Parker-Browne or Mr P Storey. You can contact them on the details above.

The Senior Leader will be responsible for liaising with our off-site Designated Safeguarding Lead (or Deputy) to make sure they (the Senior Leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Co-originate with students and parents/carers for any vulnerable students working from home.

5. Working with Other Agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring Attendance

We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

All students of compulsory school age will be expected to attend school and/or remote learning unless a statutory reason applies (for example, the student has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by text message, email and phone-calls.
- Notify their social worker, where they have one
- We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. Staff will update the school system with any additional details provided.

7. Peer-on-Peer Abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

Any concerns reported to staff will be dealt with by the member of safeguarding staff on-site, issues will be dealt with using the same processes usual used.

8. Concerns about a Staff Member, Supply Teacher or Volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/supply teachers/volunteers working on site or remotely.

Hungerhill School will continue to deal with any allegations using the same processes in place.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Contact Plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, emails or a combination of all
- Meetings to take place remotely.

10. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above

We realise SEN and vulnerable children may be at greater risk whilst schools are in lockdown during covid-19. Hungerhill School safeguarding team will weekly seek the voice of children and where appropriate their parents during these times, and whether online or telephone contact is enough to ensure their wellbeing and safety, where this is deemed insufficient home visits will be arranged. This is especially important where communication difficulties make these means less effective. All communication will be logged in CPOMs and during online catch ups between the safeguarding team and students, students will be asked to turn their cameras on so that staff can visually check on their wellbeing and health.

We recognise that students with SEND may have difficulty in accessing remote education without adult support and guidance states "schools should work with families to deliver a broad and ambitious curriculum. There should not be an over-reliance on long term projects, internet research, or activities which would place significant demands on parents".

Hungerhill School is working collaboratively with families, making reasonable adjustments where necessary, for students with SEN to be able to access remote education alongside their peers.

The duty is on the Local Authority (and the Clinical Commissioning Group where applicable) to secure provision set out in an Education, Health and Care Plan (EHCP). Pursuant to similar provisions in s.66 of the Children and Families Act 2014. Hungerhill School is aware of its duty, to secure provision needed by a student to meet their special educational needs. The Guidance acknowledges that it will be difficult to deliver provision, for example where a student is self-isolating.

We have agreed these plans with children's social care where relevant and will review them each half term.

If we can't make contact, we will complete home visits and contact external services including social care and the police.

Children returning to school

The Designated Safeguarding Lead (or Deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

They will also liaise with the school nurse(s) if needed to gather relevant information about any support provided by school nursing services while children have not been in school.

The Designated Safeguarding Lead (and Deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see students in person.

Children at home

The school will maintain in contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

11. Online Safety

11.1 In School

We will continue to have appropriate filtering and monitoring systems in place in school.

If school IT Support staff are unavailable, The Trust ICT Manager, Mr R England will be available via mobile phone, remotely via teams alongside email. See also E-safety policy.

11.2 Outside School

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

- Information can be found in the following policies:
- Staff Code of Conduct

- Behaviour Policy
- E-Safety Policy
- Safeguarding Policy
- Remote Learning Policy

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

Staff will contact parents regularly through a variety of mediums to support with their wellbeing and ensure that students are not facing any barriers to learning.

Staff will signpost any issues to correct staff and/or agencies to ensure that support is in place for all students and families.

12. Mental Health

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on students' mental health. They will look out for behavioural signs, including students being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Details of services offer from external agencies shared with students and families via the school website and direct to parent email, more tailored support options given in cases where there is a need.

12.2 Children at home

Where possible, we will continue to offer our current support for student mental health for all student. Students who are working with external agencies are given the provisions needed to ensure this continues, these meetings will be via telephone or remotely. School to offer counselling to those students needing it the most.

We will also signpost all students, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for student learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

13. Staff and Volunteer Recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, in accordance to part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do checks on new volunteers and do risk assessments to decide whether volunteers who aren't in a regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

14. Safeguarding Induction and Training

We will ensure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

15. Monitoring Arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum monthly by Mrs L Pond, Headteacher/Designated Safeguarding Lead. At every review, it will be approved by the local Governing Board.