



# WSSC Model Policy

COVID-19 school closure arrangements for Safeguarding  
and Child Protection policy annex

Safeguarding in Education Team  
JANUARY 2021





# RUDGWICK PRIMARY SCHOOL

## COVID-19 school closure arrangements for Safeguarding and Child Protection policy annex

**JANUARY 2021**

**School Name: Rudgwick Primary School**

**Policy owner: Headteacher**

**Date adopted: January 2021**

**Date shared with staff: January 2021**

**This policy is for use during the COVID-19 school closure from 5<sup>th</sup> January 2021 only**

## 1.Context

From 5<sup>th</sup> January 2021 government guidance requires all schools to partially close for the period of interim COVID-19 arrangements.

On 7<sup>th</sup> January 2021 The Department for Education issued 'Restricting attendance during the national lockdown: schools. Guidance for all schools in England'.<sup>1</sup>

Page 39 of that guidance indicates that schools and colleges should review their child protection policies to reflect the move to remote education for pupils who are not attending school.

This annex does not cover all the other areas in the 'Restricted Attendance guidance' for example, parents and carers who are critical workers, wearing of face coverings, or good respiratory hygiene. Schools and colleges should review the guidance and ensure it is adapted to suit the needs of their particular setting.

This annex is supplementary guidance for the period of lockdown '3', January 2021 only. During this period All schools and colleges MUST CONTINUE to have regard for the statutory guidance Keeping Children Safe in Education 2020<sup>2</sup>

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<sup>1</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

<sup>2</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## 2. COVID19 January 2021 annex for your current child protection policy.

This annex of the **Rudgwick Primary School** Safeguarding, and Child Protection policy will take effect **from 4/01/21** and remain in place during this period of time and will be reviewed as government policy and guidance changes.

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## 3. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Serena Nicholls	01403 822151	<a href="mailto:office@rudgwick.w-sussex.sch.uk">office@rudgwick.w-sussex.sch.uk</a>
Deputy Designated Safeguarding Lead	Hayley Edwards	01403 822151	<a href="mailto:office@rudgwick.w-sussex.sch.uk">office@rudgwick.w-sussex.sch.uk</a>
	Sharon Mellors	01403 822151	<a href="mailto:office@rudgwick.w-sussex.sch.uk">office@rudgwick.w-sussex.sch.uk</a>
Headteacher	Serena Nicholls	01403 822151	<a href="mailto:office@rudgwick.w-sussex.sch.uk">office@rudgwick.w-sussex.sch.uk</a>
Chair of Governors	David Buckley	01403 822151	<a href="mailto:office@rudgwick.w-sussex.sch.uk">office@rudgwick.w-sussex.sch.uk</a>
MASH WSCC		01403 229900 (Out of Hours – 0330 222 6664)	Referrals to MASH should be made on the following web-based forms which can be accessed here: Adults - <a href="https://www.westsussex.gov.uk/raiseaconcernaboutanadult">https://www.westsussex.gov.uk/raiseaconcernaboutanadult</a> Children's - <a href="https://www.westsussex.gov.uk/Raiseaconcernaboutachild">www.westsussex.gov.uk/Raiseaconcernaboutachild</a> Referrals can also be made by telephone to 01403 229900
LADO	Miriam Williams Donna Tomlinson Assistant LADO: Sally Arbuckle	0330 222 6450 (9am - 5pm) (Out of Hours – 0330 222 6664)	<a href="mailto:LADO@westsussex.gov.uk">LADO@westsussex.gov.uk</a>
Safeguarding in Education		0330 222 4030	<a href="mailto:safeguarding.education@westsussex.gov.uk">safeguarding.education@westsussex.gov.uk</a>

### Additional school contacts regarding safeguarding and CP during school partial closure:

Role	Name	Contact	Email
School Business Manager	Claire Dunsby	01403 822151	<a href="mailto:bursar@rudgwick.w-sussex.sch.uk">bursar@rudgwick.w-sussex.sch.uk</a>

### 3. Staff Resilience – School Safeguarding Team

It is expected that our school will have a trained DSL (or deputy) available on site. However, it is recognised that on occasions there may be operational challenges to this. In such cases, for our school there are two options to consider:

- a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)

Should we not have a DSL available on the telephone nor from another school, the member of staff operationally in charge of the school at that time will be responsible for co-ordinating safeguarding on site.

If we are aware we may face the possibility of not having a DSL available either on the school site, on the telephone, or from another school we will make immediate contact with the WSCC Safeguarding in Education Team on 0330 222 4030 or email [safeguarding.education@westsussex.gov.uk](mailto:safeguarding.education@westsussex.gov.uk) for advice and support.

#### 4. Capacity of DSL team in our school

Add in the arrangements for your school at this time

There will be a named DSL on duty each week. All staff will be made aware of who this is and the DSL will be contactable by telephone at all times during that week.

**Rudgwick Primary** school has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: **Serena Nicholls**

The Deputy Designated Safeguarding Lead is: **Hayley Edwards and Sharon Mellors**

Contact details for these are:

Role	Name	Contact	Email
Designated safeguarding lead	Serena Nicholls	01403 822151	office@rudgwick.w-sussex.sch.uk
Deputy Designated Safeguarding Lead	Hayley Edwards	01403 822151	office@rudgwick.w-sussex.sch.uk
Deputy Designated Safeguarding Lead	Sharon Mellors	01403 822151	office@rudgwick.w-sussex.sch.uk

All regular duties of the Safeguarding and Child Protection team in our school will remain during this period of lockdown in order to protect all of children and young people, whether they are attending school or accessing learning remotely.

This will include:

- Managing concerns raised
- Updating and managing access to safeguarding and child protection records by liaising with the offsite DSL (or deputy)
- Undertaking risk assessments for all pupils as necessary
- Co-ordinating safeguarding provision and checks for all vulnerable pupils on and off site
- Liaising with children's social workers where they require access to children to carry out statutory assessments at the school or college and engaging with key safeguarding partners when requested, in an appropriate and safe manner.

## 5. Safeguarding Training and Induction

Keeping Children Safe in Education 2020 states:

*72. The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.*

*73. In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.*

### 5.1 DSL Training

Our school recognises both DSL induction and refresher courses have been made available by WSCC as on-line courses and which can only be booked via the Safeguarding in Education pages on the West Sussex Service for Schools Site. We will ensure all our DSLs are trained within their two-year cycle.<sup>3</sup>

Our school will also consider if we need to train additional DSLs to mitigate the risk of the majority of our DSL team being away from work and not contactable.

### 5.2 Continual Professional Development

We also recognise the Safeguarding in Education pages on West Sussex Service for Schools contain many resources for DSL continual professional development, including a digital library and other relevant information.

### 5.3 The DSL training dates for our staff are:

Name of staff member	Type of training and date of issue	Role in school
Serena Nicholls	Designated Member of Staff for Child Protection 18/09/2015 Working Together to Safeguard Children refresher 9/10/2019	Headteacher
Hayley Edwards	Working Together to Safeguard Children 11/12/2017 Refresher 09/10/2019	Deputy Headteacher

<sup>3</sup> <https://schools.westsussex.gov.uk/>

Sharon Mellors	Working Together to Safeguard Children 14/10/2019	Inclusion leader SENDco
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## 5.4 Staff training

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). All staff are aware of WSCC procedures for referral and have access to key contacts to do this.

Any new staff, including volunteers, who join the school will receive full safeguarding training.

## 5.5 Raising a Safeguarding Concern

All staff will continue to follow the normal processes as outlined in our child protection and safeguarding policy for raising safeguarding concerns about any child or young person, whether they attend our school or receive education elsewhere.

## 6. Vulnerable children

The Department for Education have identified vulnerable children as those who<sup>4</sup>:

1. are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a Child In Need plan, a Child Protection plan or who are a looked-after child
2. have an education, health and care (EHC) plan
3. have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET (not in employment, education or training)
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)

<sup>4</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people>



- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

## 6.1 Identifying our Vulnerable Children

Our school will use the above definitions to identify our vulnerable children. We will generate a confidential system, accessed only by those who need to know, so we can identify each vulnerable child and monitor attendance and other concerns.

We recognise in the DfE guidance that all schools and colleges are expected to allow and strongly encourage vulnerable children and young people to attend and that parents/carers of vulnerable children and young people are strongly encouraged to take up the place.

Our school college will support this by: talking individually to the parents of vulnerable children to encourage them to allow the children to attend

## 6.2 Identifying Our Vulnerable Children

Appendix A below is a suggested way in which you can identify your vulnerable children and a means to monitor attendance and / or contact with the child and families.

## 6.3 Supporting Our Vulnerable Children who are attending school

We will continue with our normal processes of supporting our vulnerable children when they are at school. This will include using such tools as 'Day in My Life' as necessary.

## 6.4 Hearing the Voice of the Child

Our school is very aware that the usual members of staff, whom children and young people may go to when needing to share their worries, may not be physically present at school or immediately available due to self-isolating etc. We will ensure all of our children and young people know who they can go to should they have worries if their usual staff member is unavailable.

## 6.5 Vulnerable Children Not Attending

If any of our vulnerable children and young people do not attend, our school / college will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests
- work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate
- Maximise the opportunities to understand the lived experience of all of our children who are not attending during lockdown, and particularly those who we recognise are vulnerable.



## 6.6 Leave of Absence

Latest guidance states vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know.

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

Where our school / college grants a leave of absence to a vulnerable child or young person we will still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.

Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.

Our school / college will work collaboratively with other schools and education providers and other local partners (including the local authority, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children.

Our school / college will continually review the safeguarding risks to our vulnerable children and young people and will raise concerns with Early Help and / or MASH when and where relevant.

## 7. Special schools and specialist post 16 provision

Latest guidance indicates the Department of Education position of wanting children and young people in special schools, including residential special schools, and special post-16 institutions to continue to receive high-quality teaching and specialist professional support. This is because we know that children and young people with special educational needs and disabilities (SEND), and their families, can be disproportionately impacted by being out of education.

Special schools should continue to welcome and encourage pupils to attend full-time where the parent/carer wishes for their child to be able to attend. Special post-16 settings should continue to welcome and encourage students to attend as per their usual timetable where the young person wishes to attend.

On occasion special schools may encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training.

In these circumstances our school will seek to resume as close as possible to the child or young person's specified provision as soon as possible.

We also recognise pupil level risk assessments, which were used last spring, should not be used to filter children and young people in or out of attendance, but could be helpful to prioritise the provision a child or young person can get if full time provision for all is not possible.

## 8. Boarding and residential schools, including international pupils

Vulnerable children and the children of critical workers who have already travelled to their boarding school should continue to receive face to face education. Where other pupils have already travelled to their boarding school, in anticipation of school starting, they can continue to receive remote education in their boarding

houses.

Vulnerable children and the children of critical workers who have not yet done so can return to their boarding school to receive face to face education. Where other pupils have not yet returned to their boarding school, they should not travel and should receive remote education at home

## 8.2 Private Fostering

We recognise that if any of our students are accommodated with a host family for 28 days or more then we will share the information with WSCC MASH (contact details above) to enable private fostering assessments to be undertaken.

## 9. Recruitment, Supply and other temporary staff or peripatetic teachers

Our school will follow our normal procedures for safer recruitment and will continue to undertake all necessary safeguarding and right to work checks for any new members of staff, supply cover or other temporary staff, including volunteers, who come into our school or college.

### 9.1 Lateral Flow or other testing – volunteers

We will ensure that any volunteers who attend our school to assist with lateral flow testing, or any other testing, will be subject to the same safer-recruiting checks as any other volunteer. If that is not possible in the time frames available to complete all of those checks then those volunteers will be supervised by school staff, who do have the relevant checks in place, at all times.

## 10. Remote Education

Our school recognises the temporary continuity direction<sup>5</sup> which makes it clear that schools and colleges have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

Our school will use the learning platform Google Classroom to provide remote learning activities and daily opportunities to attend a live google meet session.

## 11. Delivering Remote Education Safely and Safeguarding

Appendix B of this Annex outlines how our school and college will deliver remote education safely.

## 12. Pupil wellbeing and Support

Our school / college recognise that our children and young people may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school

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<sup>5</sup> <https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances.

The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

In order to support our pupils' wellbeing, we will work with our children, families and partner agencies to support our children and young people.

Please see Appendix C for further information.

### **13. Support from the Local Authority**

The WSCC Safeguarding in Education Team are offering daily safeguarding support to schools and can be contacted by:

Phone - 0330 222 4030

Email - [safeguarding.education@westsussex.gov.uk](mailto:safeguarding.education@westsussex.gov.uk)

## Appendix A – Identifying Vulnerable Children – suggested template

Monitoring Our Vulnerable Children					
Name	Reason for Vulnerable	Place accepted Y/N?	Reasons provided by parent / carer if Not attending	If not attending – engagement plan	Log of concerns and contact details added to safeguarding file and date added.
A	Emerging concerns around mental health	Y			
B	Child in Need Plan	N	Mum states she can manage the child at home. Mum is furloughed and can support learning.	<ol style="list-style-type: none"> <li>1. Weekly contact by DSL and social worker to monitor and identify any escalations in risk.</li> <li>2. Monitor learning with at least weekly contact by class teacher.</li> </ol>	
C	Child cannot access remote learning	N	Mum states they are asking family for a tablet or laptop.	School are sending learning home. School will monitor and discuss progress with mum. School are also trying to resource a laptop.	

## Appendix B - Delivering Remote Education Safely and Safeguarding



### Rudgwick Primary School

#### Remote Learning Policy

September 2020

**In this policy we refer to Google Classroom which encompasses all the services available through Google Workspace for Education.**

#### **Aims**

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school due to the Covid-19 global pandemic
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

#### **Providing remote learning for individual children who are self-isolating**

#### **Roles and responsibilities**

##### **Teachers:**

- Provide planning for each day accessible through Google Classroom

- Provide feedback for completed work at the end of each week

#### **Pupils:**

- Complete tasks set on Google Classroom and submit to their teacher
- Read every day

#### **Parents / Carers:**

- Support their child to complete their remote learning tasks, including helping to access the tasks on Google Classroom, and submitting work to their child's teacher
- Inform the school if their child is unwell and cannot complete the remote learning

### **Providing remote learning for whole class bubbles and in the event of a local/national lockdown**

#### **Roles and responsibilities**

##### **Teachers:**

When providing remote learning, teachers must be available to work their equivalent contracted hours from home or school. This may mean being in school to support vulnerable children, and children of key workers. If they are 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 for remote learning, teachers are required to:**

- Deliver a daily live Google meet and greet session with the class as follows:

Yr 6 – 9am

Yr 5 – 9.10

Yr 4 – 9.20

Yr 3 – 9.30

Yr 2 – 9.40

Yr 1 – 9.50

Yr R 10.00

The purpose of this meeting is to maintain social contact with the class, give brief feedback on the previous day and give a brief overview of the expectations for the day ahead.

- Provide the minimum of 3 hrs learning per day for R/KS1 and 4 hrs for KS2 (DfE guidance) – daily Maths, English, spelling/phonics lessons and one other lesson linked to another area of the curriculum
- Provide learning which is equally accessible by children in school and those working at home
- Provide weekly physical and well-being activities

- Produce a weekly overview of learning to share the plan for the week with parents – visible on Google Classroom by 8.30 am on Monday morning
- Produce clear daily activities for children to access through Google Classroom – all activities should be visible by 8.30 am on the day on which they are due
- Direct pupils to quality DfE approved online resources such as The Oak Academy and BBC Bitesize etc
- Provide at least 1 video lesson featuring their face and voice via embedded webcam per day, this can be for any area of the curriculum.
- Communicate with colleagues in school and at home to ensure consistency across the school and subjects, and to make sure pupils with limited access to devices can still complete work set
- Ensure that all work that requires a response, is set as an assignment in order for parents to submit their child's work
- Acknowledge all work which is submitted, rewarding effort and attainment with words and house points where appropriate.
- Make fortnightly contact (phone calls or email), to children and their families, to talk to the children and their parents to check everything is going well, and identify any children/families requiring further support
- Ensure that work is differentiated and accessible by children with EHCPs and/ or SEND. At Rudgwick we offer daily Google meet check ins with the class teacher to talk through the work that day. Work is sent out every day on Google classroom and organised into English, Maths and Foundation files. Families are used to using Google classroom for homework and parent's meetings. Daily work includes worksheets, pre-recorded PowerPoint presentations, pre-recorded stories & activities. Work is differentiated according to children's needs and ILP (Individual Learning Plan) targets. There is a balance between screen-based activities and paper-based ones. Lessons are pre-recorded to allow the children to pause and rewind and to take their time. The workload is realistic and allows families to give their children all important movement breaks. Explanations are given in both verbal and written form.
- Families have regular contact with school via telephone and/or email conversations. The SENDCO is on hand to help with further support and strategies that may help with their child's learning. The school is able to offer print outs and work books for those children who need it. We have provided laptops and broadband support to families identified by the staff as being in need.
- The school is open for children who have an EHCP (Education Health Care Plan) and a detailed risk assessment. An assessment of the EHCP provision is completed with the families and SENDCo. If it is agreed that the child's needs can be met at home then additional support can be discussed with the families and any outside agencies involved in the EHCP. Children with EHCPs will get additional contact from the class teacher, teaching assistant and SENDCo.



There are additional resources available on the school website, along with mental health guidance and links for support. At Rudgwick Primary School we have a strong connection with our families and a good network of communication within the staff team. To ensure all children are supported, vulnerable children are discussed at daily SLT (Senior Leadership Team) meetings.

**When keeping in touch with pupils who are not in school and their parents, teachers will:**

- Answer communication from parents as soon as possible within normal school office working hours and within 48 hours of receiving the communication Teachers are not required to answer messages outside of these hours
- Respond to any concerns shared by parents and pupils themselves in the first instance and then, if necessary by alerting the appropriate member of staff – for any safeguarding concerns, teachers will refer to a designated safeguarding lead (DSL) in the usual way
- Manage any concerns related to behaviours for learning, such as failing to complete work, or inappropriate communications etc, by contacting the family.
- Contact parent/carer where there is little or no engagement with remote learning. Contact will be made initially by telephone and then email if required

**When attending virtual meetings with pupils and their parents, teachers will:**

- Dress in work appropriate clothes
- Conduct meetings, where possible, with a plain backdrop behind (this may be a wall covered with plain digital wallpaper); preferably with a blurred or plain screen behind. Be mindful of personal surroundings

**Teaching Assistants:**

Teaching assistants must be available to work the equivalent of their normal contracted hours from home or in school, as required and directed by the headteacher. This may mean being in school to support vulnerable children, and children of key workers. 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 supporting vulnerable children and children of key workers in school, teaching assistants will:**

- Ensure that they have a working knowledge of Google Classroom in order to support key worker and vulnerable children when accessing from school
- Refer any concerns to the senior member of staff on duty in school
- Refer any safeguarding concerns to the DSL (Designated Safeguarding Lead) in the usual way

## **Subject leaders:**

### **Alongside their teaching responsibilities, subject leaders are responsible for:**

- Monitoring the provision across the school for their area of responsibility
- Supporting colleagues where necessary
- Sharing resources etc which will enhance provision in their subject

## **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 by liaising with colleagues through weekly online meetings and by being a co-teacher on Google Classes (headteacher) and by monitoring the engagement with remote learning of identified groups
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **Designated safeguarding lead**

### **The DSL is responsible for:**

- Ensuring that all staff know who the Designated Safeguarding Lead is, their role and how to make contact
- Ensuring that all staff understand their responsibilities in relation to signs of abuse and responsibility to refer any concerns to the Designated Safeguarding Lead
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff
- Ensuring that during term time the designated safeguarding lead (or a deputy) will always be available (during school hours), for staff to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for our school, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via telephone phone and or school email is acceptable
- Ensuring that the Local Authority is provided with up to date emergency contact details should the Local Authority need to discuss an urgent safeguarding matter/issue/concern when school is closed

## **Safeguarding team**

### **Alongside the DSLs and Senior leaders, the Inclusion Leader is responsible for:**

- Maintaining additional contact with vulnerable families and/or families of pupils with EHCPs
- Overseeing the provision for pupils with SEND and/or EHCPs
- Liaising with outside support agencies as appropriate

## **Information Technology staff**

### **IT (JSPC) staff are responsible for:**

- Ensuring that systems used to set and collect work are installed across all school devices
- Ensuring school hardware which will be used at home is sufficiently secure
- Supporting staff with any technical problems
- Reviewing the security of remote learning systems

## **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 an electronic device the entire time
- Join the daily class Google Meet call at the designated time
- Aim to complete and submit 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 for any reason

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

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it regarding accessing Google Classroom and other learning platforms such as Sumdog, Times Tables Rockstars etc
- Be respectful in all communications with school staff
- Support their child to access the digital platforms such as Google Classroom and Google Meet
- Provide adequate supervision to their child when they are accessing the Internet, including joining and participating in a Google Meet video call
- Under no any circumstances record any part or all parts of the live streaming (Google Meet video) session. The school is the data controller for the live streaming (Google Meet video) session and does not consent to anyone taking a recording of it either audio or video. No person taking part has given consent to any recording and there is no legal right to take a recording. If it is discovered that a person has not complied with these requirements the police will be notified. We appreciate your understanding that we are all responsible for the well-being of our children and their privacy and we

trust that you will not act in a way which would be considered a misuse of the private information of others.

## **Governing body**

### **The governing body is responsible for:**

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that all school systems are in line with expectations for data protection and security

## **Who to contact**

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

- Support for provision in particular subjects – contact the relevant subject lead or SENDCo
- Support for managing inappropriate behaviour – contact a member of SLT
- Support with IT – contact Charlotte Parsons, log with JSPC
- Support for workload or wellbeing – contact a member of SLT
- Concerns about data protection – talk to the Data Protection Officer, Claire Dunsby
- Concerns about safeguarding – talk to the DSLs (Serena Nicholls, Hayley Edwards, Sharon Mellors)

If parents have any questions or concerns about remote learning, they should liaise with their child's teacher in the first instance through the school office or Google Classroom – whichever is most appropriate.

## **Data protection**

### **Accessing personal data**

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

- Use our secure remote access server to log in
- Use devices (laptops) provided by the school, rather than personal devices

### **Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses for example as part of the remote learning system. 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.

### **Keeping devices secure**

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

- Using school laptops for the purpose of remote learning and school related work only
- 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)
- Keeping the device and its content secure
- Not sharing the device among family or friends
- Using antivirus and anti-spyware software installed by JSPC
- Allowing JSPC to install latest updates.

### **Monitoring arrangements**

This policy will be reviewed every 6 months. At every review, it will be approved by the headteacher.

### **Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E-Safety Policy

## **Appendix C – Children Requiring Mental Health Support**

1. We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.
2. We recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

**Our school/college has an Emotional Well-being Lead and that is Sharon Mellors**

1. As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.
2. Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.

3. We are aware of recent government publications:

- [Preventing and tackling bullying](#),<sup>6</sup>
- [Mental health and behaviour in schools](#),<sup>7</sup> and
- [Promoting children and young people's emotional health and wellbeing](#)<sup>8</sup>.

4. Our staff are aware of the West Sussex Community Mental Health Liaison Service <https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions> who provide an early intervention and prevention service for professionals who are working with young people under the age of 18, and are concerned about a young person's mental health and wellbeing. This service is available to our school.

5. We are aware that we can obtain advice and support from School Nursing Service <https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf>

6. We are also aware of the resources available to our school from the Mentally Healthy Schools website <https://www.mentallyhealthyschools.org.uk/>

7. For our pupils aged 11-19 we are aware of the [ChatHealth](#) text service and [YES - Youth Emotional Support Service](#)

### Self-Harm Guidance for Schools

Managing self-harm guidance and tool kit for schools in West Sussex has recently been created with the latest information and resources to help recognise the signs, identify risks and access the support available.

We recognise that [Self-Harm Guidance for schools](#) is available to anyone working in education, to support staff when dealing with students who self-harm, or are at risk of intentionally harming themselves.

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<sup>6</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

<sup>7</sup> <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<sup>8</sup> <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>