**Covid-19 Remote Learning Information Document**

**Our online learning provision**

In the current climate, it is vital that we continue to offer a high standard of education and support to all students at Eskdale School. Whilst we are unable to offer this support face-to-face, we have been able to set up a mixture of live lessons and self-directed work as outlined below.

**Year 10 and 11 students** – Live lessons via Google Meet every day following their school timetable

**Year 7, 8 and 9 students** – Live lessons via Google Meet for periods 1, 2 and 3 every day following their school timetable. Afternoons for these year groups are spent completing self-directed tasks set for each subject on Google Classroom

Lessons will be 40 minutes in length to allow staff and students time to change over and reset the relevant technologies. Timings of lessons will therefore be as follows:

|  |  |  |
| --- | --- | --- |
| **Lesson Period** | **Lesson Timings** | **Year Groups taught live** |
| Lesson 1 | 9.15am to 9.55am | Y7, 8, 9, 10 , 11 |
| Lesson 2 | 10.10am to 10.50am | Y7, 8, 9, 10, 11 |
| Lesson 3 | 11.00am to 11.40am | Y7, 8, 9, 10, 11 |
| Lesson 4 | 1.35pm to 2.15pm | Y10, Y11 (7, 8, 9 follow activities set online) |
| Lesson 5 | 2.30pm to 3.10pm | Y10, Y11 (7, 8, 9 follow activities set online) |

Core PE lessons for KS3 will not be live but will be video challenges set by Mr McGovern. KS4 core PE will be self-study time, unless they study GCSE PE in which case this will be a live PE lesson.

For Technology at KS3 the classes have rotated. If students had Technology they will now have Textiles and vice versa. Food remains the same for now. Once they log on to the lesson this will be made clear.

For music, instrumental lessons resume next week. Students should attend these online from home. Lessons will be at their usual time and can be accessed via google classroom. Mrs Edmondes-Preedy will email the students concerned, with a timetable to remind them of their lesson time.  Students should set up their devices appropriately for their lesson.

**Key Worker Hub**

The school remains open for vulnerable children and children of Key Workers for the duration of the lockdown excepting school holidays. Students who attend the hub are expected to complete their work as outlined above, including attending their live lessons via Google Meet and completing self-directed work as appropriate.

Students are supervised by volunteer staff members at all times who are able to support students if they need help with their work. There is a Designated Safeguarding Lead and a First Aider available at all times in case of an emergency.

**Provision of electronic devices**

The school has been able to collect a significant number of Laptops, Chromebooks and wireless routers which have been loaned out to those students who do not have access to a device for home learning. In order to ensure that no student is left without an electronic device, we have been able to connect with Caedmon College Whitby who have agreed to loan some of their Chromebooks to Eskdale Students where we are unable to do so.

Several wireless routers have also been made available for those students who are unable to access the internet at home. We have also made parents aware of the government scheme to provide extra data through mobile networks to those families who do not have WIFI or enough data to enable their child to access remote learning.

**Keeping Children Safe Online**

During lockdown, Eskdale school will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

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 as set out in the school code of conduct. Eskdale school 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, especially where webcams are involved:

• No 1:1s, groups only

• Staff and children must wear suitable clothing, as should anyone else in the household.

• Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.

• The live class should be recorded so that if any issues were to arise, the video can be reviewed.

• Live classes should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.

• Language must be professional and appropriate, including any family members in the background.

• Staff must only use platforms specified by senior managers and approved by our IT network managers / provider to communicate with pupils

• Staff should record, the length, time, date and attendance of any sessions held.

Further information regarding expectations for students during lockdown can be found in our Remote Learning Policy (Appendix 1)

Further information regarding keeping children safe during the Covid-19 pandemic can be found in our Federation Child Protection Addendum (Appendix 2)

***Appendix 1***

**Eskdale School Remote Learning Policy**

Updated 5/1/2021 (due to Covid school lockdown 2)

**Use of technology for teaching lessons and contacting pupils and their families during the COVID lockdown.**

Eskdale School has issued this guidance for staff, students and their families to help ensure that online learning digital communication is safe across the school during remote learning.

The sudden nature of the most recent lockdown on the 4th November has created much confusion and has meant that the school has had to re-evaluate the current system and give advice to all parties without the typical allocated time. We have created this document specifically for the period of lockdown from January 5th onwards. This document will be regularly reviewed, you will be updated of any changes.

The current practice and guidance for remote teaching and learning allows a great deal of flexibility for staff in how they teach their lessons. We want staff to be able to use the technology with confidence, however we accept that the speed at which we have had to increase its use has not been as we wished.

The DFE have stated since October that schools have a new legal duty to provide a remote education to any pupil unable to attend lessons because of COVID-19. With the increase of infection from December 2020 the government released new guidance and expectations of schools on the 5th January 2021, we expect this to change as time moves forward and therefore will continue to assess the situation.

In brief the DFE expects schools and its teachers to set assignments that are meaningful and ambitious every day. The content should be clear, delivered by a teacher or through high quality curriculum resources or videos. As a school we have struck a good balance of all of these expectations, with live teaching being a key driver to assist with students learning. Staff have a great deal of flexibility to move between the different styles of teaching to assist with their own pressures that they have within their home or family. The school teaching day has been reduced and key stage 3 are receiving 60% of their timetable with the remaining 40% made up of self-directed study using resources placed on google classroom.

Use of the google classroom and remote learning apps and tools are subject to all members of school behaving in a respectful manner in line with the school’s code of conduct on behaviour for all parties. Students who fail to meet the standard will be removed from the online groups and will be unable re-join until a meeting has taken place with a member of the senior leadership team and a family member. Continued breaches of the expectations will result in a pupil being moved to task based online learning permanently.

This policy is here to encourage good, safe practice that will benefit all members of the Eskdale School community. Nationally, there are few cases while writing this document where students abused the rules and expectations that are similar to those set out in this policy. It is essential that our students follow the clear guidance and expectations set out. Breaches of the rules will be dealt with severely.

**Student code of conduct (non-negotiable)**

* Be on time for your lesson.
* Be prepared, be ready, try your best
* Check the area you are learning in is appropriate to help your learning (quiet, warm, well-lit area)
* Dress in appropriate daytime clothes, not pyjama’s or provocative clothing!
* Ensure your microphone is muted, teachers will also check this function. You will be invited to speak or input when required.
* Turn the camera off if this makes you feel more comfortable.
* Be focused, pay attention, and engage in the lesson. Do not attempt to disrupt or be silly on the screen. You will be removed and reported to your HOY should you do this. Contact home will be made to your parents.
* Use the chat function when people are talking, raise your hand if you would like to participate.
* Speak clearly and get involved in the learning; ask questions.
* Be respectful to one another and encourage each other. Use the thumbs up icon when someone does well.
* Use headphones to reduce background noise.
* Students are not permitted to record any sessions either on their computer or mobile device.
* Any sessions recorded without permission and subsequently published online by students will be seen as a serious breach of the school code of conduct policy.
* Failure to comply with the expectations will result in a student being banned from live sessions and potential further actions taken.

**Use of school channels to communicate**

Staff shouldn't communicate with parents or pupils outside the schools agreed channels (e.g. they shouldn't talk to parents using their personal Facebook accounts, or contact them giving their personal email addresses or phone numbers). During lockdown staff have assisted with contacting parents using their own phone. If you do this then you must block your caller ID number. Staff shouldn’t contact students directly but always communicate via the parent contact number. The headteacher or deputy will only contact a child directly if required, with a witness present. For example, this may be required if there is a Safeguarding concern about their well-being and safety.

Parents contacting staff through an agreed school platform such as a school email address is appropriate and staff should reply. This also applies to students who contact via the school email system. Staff are reminded about the expectations already set out in our code of conduct for communicating with pupils and parents and for staff-pupil relationships. Staff are not expected to reply outside of their working hours, however if a safeguarding issue arises then we would expect staff to pass this on immediately including outside of normal hours.

Any safeguarding concerns should be immediately communicated to the headteacher or deputy head verbally either in person or by phone. This should then be followed up in an email by the staff member ensuring that staff cc both Head and Deputy at minimum.

## Procedure to follow when making contact with a student (seeking permission doesn’t apply to pastoral office staff who already make regular contact to families as part of their job following this process)

* Use the school email system in the first instance.
* Make contact with a parent if required by email also.
* If you need to speak to a student, inform a senior teacher why you need to do this. The senior leader will make a decision and give further advice. Senior leaders or assigned HOY would deal with any safeguarding concerns directly.

If making contact is agreed by a Senior Leader

* Contact via the parent’s phones only.
* Call in school hours as much as possible, protect your own number
* Keep a record of the date and time of each call
* Ensure the parent is there with the child when you speak, and have the phone on speaker phone

You can use an app like [3CX](https://www.3cx.com/phone-system/android-ios-voip/) that will route calls through your school's number rather than their own, or block their number so parents don't see it. (Give parents a heads-up by email of what time you'll be calling if you're blocking numbers so they're more likely to pick up.)

If teachers are using video calling, take the same steps as above.

## Guidance for using Google Classroom suite to set work and to teach lessons

## Non negotiable

Teachers can only use the work account assigned to them when working with students. **DO NOT USE A PERSONAL GOOGLE ACCOUNT WHEN CONDUCTING LESSONS.** Staff may use their own personal computer at home or borrow a school machine. Ensure that non work-related apps, email accounts and programmes are turned off when working with pupils.

Decide when delivering a lesson:

* Whether you’ll allow pupils to post and comment in the communication 'Stream', or disable this function for them (see below)
* What they can talk about in posts and comments, if allowed to

(If you disable pupil comments in the 'Stream', pupils will still be able to respond to feedback from their teacher on work they've handed in – they just won't be able to post on the 'Stream' page.)

To disable pupil comments in the 'Stream':

1. Open your class in Google Classroom
2. Click 'Settings' (the cog icon)
3. Scroll down to 'General'
4. Click the drop-down option to the right of 'Stream' and select 'Only teachers can post or comment'
5. Click 'Save'

If you allow pupils to comment, tell them they should only talk about school work in the 'Stream' and that you may 'mute' them, i.e. stop them from posting or commenting (see below), if they post anything that's inappropriate or bullying in nature remove them from the lesson and contact the HOY.

To 'mute' a pupil:

1. Click on a class in Google Classroom
2. Click 'People'
3. Next to the pupil you want to mute, check the box
4. Click 'Actions' > 'Mute'
5. Click 'Mute' again to confirm

To delete inappropriate comments (you'll still be able to view them if you need to use them as evidence – see below):

1. Go to the class
2. Find the post or comment you want to delete
3. Click 'More' (the 3 dots) > 'Delete'
4. Click 'Delete' again to confirm

To view deleted posts and comments:

1. Go to the class
2. Click 'Settings' (the cog icon)
3. Next to 'Show deleted items', click 'Show' to toggle on
4. Hide the deleted items again by clicking 'Hide' to toggle off
5. Click 'Save' to save your changes and return to the 'Stream' page

**Using Google Meet for live streams**

Tell teachers to:

* Sit against a neutral background
* Avoid using their bedroom if they can (if that's not possible, use a neutral background)
* Dress appropriately – no pyjamas!
* Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
* Use professional language

Take a register either using SIMS remotely or forward a list to the office of who's there participating. The office admin team will update the register for you.

In 'view-only' Google live streams, pupils will be [automatically muted and won't be visible](https://support.google.com/meet/answer/9308630?co=GENIE.Platform%3DDesktop&hl=en), so you don't need to worry about what other adults in their homes might do that gets caught on camera.

If you [schedule meetings](https://support.google.com/meet/answer/9302870?co=GENIE.Platform%3DDesktop&hl=en) in Google Calendar or Gmail, pupils won't be able to re-join once the final attendee has left. This means pupils won't be able to re-join for their own private calls.

You might still want to ask for pupils to be on mute with webcams off. If pupils are on screen, then they should be dressed appropriately and ask participants to be mindful of what they say and do in the background.

If there is information you wish to record for students at a later date such as a revision session, then inform students that you are recording this section and ask them to blank out their screens. You too may want to blank your screen. Ensure their microphones are muted unless you want them to actively engage in the discussion. The video should not be published on social media or platforms such as YouTube.

To [record](https://support.google.com/a/users/answer/9308681) in Google Meet should you wish to do this:

1. In the meeting, click 'More' (the 3 dots) > 'Record meeting'
2. Wait for the recording to start
3. When you finish, click 'More' > 'Stop recording'
4. Click 'Stop recording' again to confirm
5. Wait for the recording file to be generated and saved to the Meet Recordings folder. The meeting organiser and the person who started the recording will also get an email with the recording link

Ask teachers to:

* Set their videos to 'Unlisted' so that only people who have the link (e.g. parents who you've emailed) will be able to see the video
* Set the audience as 'Made for kids', so that adverts won't appear at the start of the video and comments will be disabled

***Appendix 2***

Logo, company name

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**The Whitby Secondary Partnership**

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North Yorkshire Safeguarding Children Partnership

**Addendum to Child Protection Policy**

**COVID-19 school wider reopening arrangements for Safeguarding and Child Protection**

**Schools: Caedmon College Whitby and Eskdale School**

**Headteachers: Simon Riley and Andy Fyfe**

Governance Status

|  |  |  |
| --- | --- | --- |
| **Review dates (when shared with staff)** | **By whom** | **Approval date** |
| June 2020 | Staff and Governors | 8 July 2020 |

Signed by the Chair of Governors:

Text, letter

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# Context

From 20March 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 and for vulnerable pupils who cannot be safely cared for at home. This advice has now been revised and plans for the wider reopening of schools from the 1 June should now be considered for all eligible children outlined in the Department for Education guidance

[DfE Guidance: Actions for education and childcare settings to prepare for wider opening from 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020)

[Updated 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020)

[DFE Guidance Coronavirus (COVID-19): Safeguarding in schools, colleges and other providers Update 20th May 2020](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers)

DfE safeguarding principles:

‘As more children return, a number of important safeguarding principles remain the same:

* the best interests of children must always continue to come first
* if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
* a DSL or deputy should be available
* it is essential that unsuitable people are not allowed to enter the children’s workforce and/or gain access to children
* children should continue to be protected when they are online’

This addendum of the WSP Child Protection policy contains details of our individual safeguarding arrangements in the following areas listed below.

The addendum will be reviewed by our designated safeguarding leads (DSL) or our deputy DSLs as circumstances continue to evolve or following updated Department for Education advice or guidance. It has been approved by our governing board and is available on the schools’ websites and is made available to staff by email.

1. Context and principles
2. Key contacts
3. Vulnerable children
4. Attendance monitoring
5. Designated Safeguarding Leads
6. Reporting a concern
7. Safeguarding training and induction
8. Safer recruitment/volunteers, movement of staff
9. Mental Health
10. Online safety in schools and colleges
11. Children and online safety away from schools and colleges
12. Supporting children not in school
13. Supporting children in school
14. Peer on peer abuse

# Key contacts

|  |  |  |
| --- | --- | --- |
| **Role** | **Name** | **Email** |
| Designated Safeguarding Lead/s | CCW: Jonathan Bond Eskdale: Andy Fyfe | j.bond@ccwhitby.org  a.fyfe@eskdale.n-yorks.sch.uk |
| Deputy Designated Safeguarding Lead/s | CCW: Steve Graham Eskdale: Paul Dixon | s.graham@ccwhitby.org  p.dixon@eskdale.n-yorks.sch.uk |
| Headteachers | CCW: Simon Riley Eskdale: Andy Fyfe | s.riley@ccwhitby.org  a.fyfe@eskdale.n-yorks.sch.uk |
| Chair of Governors | Pen Cruz | p.cruz@ccwhitby.org or  p.cruz@eskdale.n-yorks.sch.uk |
| Safeguarding Governor | Dr Julian Fester | j.fester@ccwhitby.org |
| Welfare and Contact Co-ordinator/s | DSLs and Deputies as listed above |  |

Key telephone numbers of all available DSL’s/deputies should be provided to staff covering the setting.

Staff should be reminded that they can make a referral in exceptional circumstances to the Customer Contact Centre number 01609 780780 and/or LADO contact number 01609 533080.

# 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 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 Leads (and deputies) 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.

CCW and Eskdale School 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 the DSL.

Attendance from vulnerable children is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan, and they do not show or display signs of having contracted COVID 19), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children, regardless of year group, that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so. 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 CCW and Eskdale will explore the reasons for this directly with the parent.

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

CCW and Eskdale will encourage our vulnerable children and young people to attend school, including remotely if needed. For vulnerable pupils with a social worker where it is determined that a child should remain at home, contact by the school should continue and this decision should be reviewed on a four-weekly minimum basis. Contact with vulnerable pupils must be on a weekly basis as an absolute minimum, and this should be recorded within a School Attendance Plan.

# Attendance monitoring

CCW and Eskdale will resume taking the attendance register from 1 June and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending aligned to

[DFE Guidance: Recording attendance during the coronavirus ( COVID-19) outbreak Updated 28th May 2020](https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings)

CCW and Eskdale will submit daily attendance figures to the DfE by 12 noon each day, using the educational settings form.

If the schools have closed, we will complete the return once as requested by the DfE.

CCW, Eskdale and social workers will agree with parents/carers whether Children in Need should be attending school – the schools will immediately follow up on any pupil that they were expecting to attend, who does not. They will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, the schools 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, CCW or Eskdale will notify their social worker.

Attendance monitoring is informed by the principles which apply to this phase of wider opening included in the ‘Approach: first phase of wider opening of educational and child care settings’

[DfE Guidance: Actions for education and childcare settings to prepare for wider opening from 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020)

[Updated 1 June 2020](https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020)

• Children and young people in eligible year groups are strongly encouraged to attend (where there are no shielding concerns for the child or their household), so that they can gain the educational and wellbeing benefits of attending

* vulnerable children of all year groups continue to be expected and encouraged to attend educational provision where it is appropriate for them to do so (for children with education health and care (EHC) plans this will be informed by a risk assessment approach)
* children, young people and staff who have been classed as clinically extremely vulnerable due to preexisting medical conditions have been advised to shield. We do not expect people in this category to be attending school or college, and they should continue to be supported to learn or work at home as much as possible.
* a child/young person or a member of staff who lives with someone who is clinically vulnerable (but not clinically extremely vulnerable), including those who are pregnant, can attend their education or childcare setting
* if a child/young person or staff member lives in a household with someone who is extremely clinically vulnerable, as set out in the guidance on shielding, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, we do not expect those individuals to attend. They should be supported to learn or work at home
* staff and children or young people should not attend if they have symptoms or are self-isolating due to symptoms in their household

For those pupils eligible to attend, schools should address absence by sensitively exploring parents’ and pupils’ concerns and what is preventing attendance and work with them to re-engage pupils where appropriate. Families should notify their nursery/school/college as normal if their child is unable to attend. Schools should also continue to follow up with any parent or carer whose child has been expected to attend and doesn’t.

# Designated Safeguarding Lead

CCW and Eskdale have a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The key contacts are detailed at the start of this document.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

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 files 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.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

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

Where resources allow the DSLs (and deputies) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return

Where children have attended other settings since March 20 or where the schools have had children from other settings attending, the DSLs should liaise with the DSL from those schools to ensure any relevant information is passed to the home school.

# Reporting a concern

Staff must be mindful that new concerns may be identified as children start to return to school following partial closures. Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection Policy, this includes making a report to the DSL.

Staff are reminded of the need to report any concern immediately and without delay. All relevant safeguarding and welfare information held on all children (including returning children) must remain as accurate as possible. The schools (led by the DSLs or deputies) should be doing all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher/Principal. If there is a requirement to make a notification to the Headteacher/Principal whilst away from school, this should be done verbally and followed up with an email to them.

Concerns around the Headteacher/Principal should be directed to the Chair of Governors.

# Safeguarding Training and induction

DSL training is very unlikely to take place 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 undertake work at either school, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education authority 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, the schools will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

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 the schools 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.

CCW and Eskdale 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.

The schools 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

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, CCW and Eskdale will continue to keep the single central records (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Ensure there is a record of which staff are onsite daily either on the SCR or separately.

# Mental Health

The schools recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of our children and their parents. With children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, the schools will ensure appropriate support is in place for them.

They understand that mental health issues can bring about changes in a child’s behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Support for pupils and students in the current circumstances will include existing provision in the schools, although this may be delivered in different ways, (for example over the phone for those children still not attending provision) or from specialist staff or support services.

The schools will ensure that teachers are aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of children’s’ work.

# Online safety in schools and colleges

CCW and Eskdale will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students 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 as set out in the school code of conduct.

CCW and Eskdale 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, especially where webcams are involved:

* No 1:1s, groups only
* Staff and children must wear suitable clothing, as should anyone else in the household.
* Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
* The live class should be recorded so that if any issues were to arise, the video can be reviewed.
* Live classes should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.
* Language must be professional and appropriate, including any family members in the background.
* Staff must only use platforms specified by senior managers and approved by our IT network managers / provider to communicate with pupils
* Staff should record, the length, time, date and attendance of any sessions held.

# Supporting children not in school

CCW and Eskdale are committed to ensuring the safety and wellbeing of all its Children and Young people.

They will do what we reasonably can to keep all our children safe. Whilst more children return to school others will continue to stay at home and, in many cases, will be continuing to engage with the schools online.

Staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per this child protection policy and where appropriate referrals will continue to be made to children’s social care and as required the police

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.

Details of this plan must be recorded, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

CCW, Eskdale and their DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

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

The schools will share safeguarding messages on its website.

# Supporting children in school

CCW and Eskdale are committed to ensuring the safety and wellbeing of all its students.

CCW and Eskdale will continue to be safe spaces for all children to attend and flourish. The Headteacher and Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

CCW and Eskdale 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.

CCW and Eskdale 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.

If pupils are attending other schools, it is important to ensure that all appropriate information, including child protection and medical information, is shared with the ‘senior designated leader’ to ensure their safety and wellbeing. Ensure that this information is held securely by the other school/hub.

# Peer on Peer Abuse

CCW and Eskdale 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.

CCW and Eskdale will be mindful that some peer relationships may have deteriorated over any closure period and if indeed any online peer on peer abuse has taken place that comes to light on the wider reopening of the school actions will be taken and support provided as outlined in the Child Protection Policy.