

Safeguarding Action Plan (Students affected by COVID-19)

All students identified within our vulnerability index are entitled to an enhanced provision to ensure they are not disadvantaged in anyway regarding their learning, mental health or wellbeing.

In the result of self-isolation, bubble closure or partial school closure all students are entitled to high quality remoted education. Teaching should continue to follow the same principles as set out in the WPT code of conduct. We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things staff are asked 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
- Adhere to the remote learning policy guidance

Response Protocol for Responsibilities in event of whole bubble isolation and staff absence

- a) Three teachers from each bubble available: each responsible for remote learning, vulnerable phone calls of their class (Green/Amber) HLTA/SLT to oversee and deliver learning to RED children.*
- b) Two teachers from each bubble available: each responsible for remote learning, vulnerable phone calls. Share split year group responsibilities. (Green/Amber) HLTA/SLT to oversee and deliver learning to RED children.*
- c) One teacher in each bubble available@: provide remote learning, SLT to perform vulnerable phone calls (Green/Amber) HLTA to oversee and deliver learning to RED children. Green children Dojo contact only.*
- d) No available teachers from bubble – SLT to provide remote learning and vulnerable phone calls (Green/Amber), HLTA/TA/PE to oversee and deliver learning to RED children, including extended physical education.*

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Strategic Priority	Key Actions	Responsibility	Monitoring and Evaluation
Identification of vulnerable students requiring off site provision	<ol style="list-style-type: none"> 1. RAG rate students in terms of vulnerability <ol style="list-style-type: none"> a. RED – on site provision (Key worker & vulnerable cohort to continue with onsite education) b. AMBER – enhanced online/remote curriculum and wellbeing support c. Green – access support for online/remote learning and regular ‘check-ins’ with safeguarding team 2. Identification and signposting of Early Help cohort liaising with Dawn Bowker & Kate Lowe. Early Help cohort to support school and families in engaging students with online/remote learning 3. Identification of attendance strategy for vulnerable students 4. All students to have identified key worker contact for family support ‘check ins’ from within: <ol style="list-style-type: none"> a. Family Support Team (SC,AB,BT,SE,PT) b. Safeguarding Team (SC,AB,BT) c. Learning Mentor/class teacher d. Inclusion Team (AB,AH-S,SC) e. Senior Leadership Team f. Designated Teacher for LAC, SC 5. Identification of students who have limited access to technology to ensure all students can engage with online/remote learning 6. Identification of FSM vulnerable cohort to ensure all students continue to receive free school meals where necessary 	<p>SC /AB/BT</p> <p>SC /AB/BT</p> <p>SC /AB/BT/SE</p> <p>Class teachers</p> <p>SE</p>	<ul style="list-style-type: none"> ● All vulnerable students engage with provision ● Students demonstrate understanding commensurate with onsite provision ● All students access family support, mental health and wellbeing support when needed ● All students have access to key worker provision
Development of enhanced onsite curriculum (RED cohort) See excel document	<ol style="list-style-type: none"> 1. Identify core subject provision for students of key workers and vulnerable families <ol style="list-style-type: none"> a. Release staff from reduced teaching commitments as a result of bubble or partial school closure b. Modify curriculum to meet the needs of all learners 2. Identify non-core subject provision for students of key workers and vulnerable families <ol style="list-style-type: none"> a. Identify staffing b. Curriculum modification c. Assessment 	<p>SC</p>	<ul style="list-style-type: none"> ● All students engage with onsite learning ● 100% attendance for all vulnerable students ● All students have access to quality support provision in school

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	<ol style="list-style-type: none"> 3. Ensure systems of support are in place through: <ol style="list-style-type: none"> a. With me in Mind cohort and provision b. Bespoke 1 to 1 provision through Family Support Team c. Small group work regarding anxiety, mental health and wellbeing support d. LAC mentoring provision (where necessary) 4. Ensure effective liaison and communication with external agencies: <ol style="list-style-type: none"> a. Education Psychologist b. Early Help c. CAMHS d. Social Care 	<p>SC</p> <p>SC /AB/BT/PT</p>	
<p>Development of enhanced online/remote provision (AMBER cohort)</p>	<ol style="list-style-type: none"> 1. Ensure all students have access to remote/online learning through Chromebook scheme 2. Identify students who require support regarding anxiety, mental health and/or wellbeing: <ol style="list-style-type: none"> a. School counselling service b. Early Help provision c. Bespoke 1 to 1 meetings through Family Support Team (phone calls only) d. Weekly family and student 'check in' regarding work engagement e. Mentoring scheme f. Family support work 3. All students provided with a key worker to ensure that: <ol style="list-style-type: none"> a. Regular contact and communication with families and students b. Engagement with work is high c. Referral to external services where necessary 4. Ensure effective liaison and communication with external agencies: <ol style="list-style-type: none"> a. Education Psychologist b. Early Help c. CAMHS 	<p>SC</p> <p>SC</p> <p>SC /AB/BT</p> <p>SC /AB/BT</p>	<ul style="list-style-type: none"> ● All students will engage with online/live streamed learning activities. ● Students engage with key worker provision ● All key workers make regular contact with students and families ● All students have access to remote education (no disadvantaged students) ● High levels of online engagement ● All students engage in bespoke online curriculum offer

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	d. Social Care		
Ensure that all students identified through our vulnerability tracking access and engage with their remote/online learning (GREEN cohort)	<ol style="list-style-type: none"> 1. Identify students with concerns over access and ensure no students is disadvantaged 2. Identification of key worker through: <ol style="list-style-type: none"> a. Pastoral Team b. LAC Team 3. Weekly engagement check ins with key worker via one or more of the following channels: <ol style="list-style-type: none"> a. Small group check in sessions over Google Hangout b. 1 to 1 phone calls with students and families regarding online engagement c. RAG rating of student engagement 4. Ensure effective liaison and communication with external agencies: <ol style="list-style-type: none"> a. Education Psychologist b. Early Help c. CAMHS d. Social Care 	<p>Class teachers</p> <p>SC /AB/BT</p> <p>SC /AB/BT</p>	<ul style="list-style-type: none"> ● All students will engage with online/live streamed learning activities. ● Students engage with key worker provision ● All key workers make regular contact with students and families ● All students have access to remote education (no disadvantaged students) ● High levels of online engagement
Identification of Key Worker Team	<ol style="list-style-type: none"> 1. Identify staff in school to act as, and increase capacity for, key workers from: <ol style="list-style-type: none"> a. SLT/SENDCO b. Learning mentor 2. CPD training and guidance on key working including: <ol style="list-style-type: none"> a. Engagement tracking b. Parental communication c. Support networks d. Mental Health First Aid 	<p>SC /AB/BT/AH-S</p> <p>SC /AB/BT</p>	<ul style="list-style-type: none"> ● All students have access to a key worker (online mentor) ● All mentors offer quality provision
Weekly Vulnerable Student Tracking	<ol style="list-style-type: none"> 1. Weekly RAG rating strategic meetings to: <ol style="list-style-type: none"> a. Evaluate engagement of whole cohort b. Review RAG ratings (escalation and de-escalation) c. CIN / CP progress updates d. Early Help strategic team meetings e. Multi-agency forum – external agency input 	SC /AB/BT	<ul style="list-style-type: none"> ● Ensure all students have had regular and meaningful contact

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	f. Evaluate support systems		
Access assessment	<ol style="list-style-type: none"> 1. Ensure all students have a comprehensive access assessment in terms of: <ol style="list-style-type: none"> a. Technology (Google Meets for Social Care and classwork) b. Sanitary need c. FSM d. Hygiene 	SC /AB/BT/SE	<ul style="list-style-type: none"> ● Ensure all students have access to social care and Family Support Team ● Ensure no student is disadvantaged in terms of hygiene, sanitary or food poverty
Assessing the impact and quality of vulnerable cohort provision	<ol style="list-style-type: none"> 1. Assessing the progress made by vulnerable cohorts including: <ol style="list-style-type: none"> a. Subject Leader progress assessment b. Zoom Classroom engagement tracking c. Success of key worker programme 2. Adapt and change curriculum provision 3. Ensure all students, where necessary, have a meaningful reintegration package following reopening: <ol style="list-style-type: none"> a. Family support b. Anxiety and emotion management 	MTN / MNE	<ul style="list-style-type: none"> ● All students make progress commensurate with onsite learning ● Reshape action planning, curriculum through effective evaluation