

## Aston Hall J+I School Safeguarding Action Plan (Students affected by COVID-19)

All students identified as vulnerable 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 remote 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 remote learning. (See also Remote Learning Policy.

- 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

Strategic Priority	Key Actions	Responsibility	Monitoring and Evaluation
Identification of vulnerable students requiring off site provision	<ol style="list-style-type: none"> <li>1. RAG rate students in terms of vulnerability               <ol style="list-style-type: none"> <li>a. RED – on site provision (Key worker &amp; vulnerable cohort to continue with onsite education)</li> <li>b. AMBER – enhanced online/remote curriculum and wellbeing support</li> <li>c. Green – access support for online/remote learning and regular 'check-ins' with safeguarding team</li> </ol> </li> <li>2. Identification and signposting of Early Help for vulnerable families. Early Help cohort to support school and families in engaging students with online/remote learning</li> <li>3. Identification of attendance strategy for vulnerable students</li> <li>4. All students to have identified key worker contact for family support 'check ins' from within:               <ol style="list-style-type: none"> <li>a. JH</li> <li>b. MR</li> <li>c. SOD</li> </ol> </li> <li>5. Identification of students who have limited access to technology to ensure all students can engage with online/remote learning.</li> <li>6. Identification of FSM vulnerable cohort to ensure all students continue to receive free school meals where necessary</li> </ol>	<p>JH / SLT</p> <p>JH</p> <p>MR/JH</p> <p>JH / RH</p>	<ul style="list-style-type: none"> <li>• All vulnerable students engage with provision</li> <li>• Students demonstrate understanding commensurate with onsite provision</li> <li>• All students access family support, mental health and wellbeing support when needed</li> <li>• All students have access to key worker provision</li> </ul>

<p>Development of enhanced onsite curriculum (RED cohort)</p>	<ol style="list-style-type: none"> <li>1. Identify teaching provision for students of key workers and vulnerable families <ol style="list-style-type: none"> <li>a. Release staff from reduced teaching commitments as a result of bubble or partial school closure</li> <li>b. Modify curriculum to meet the needs of all learners, focussing on principles of recovery curriculum and TAF gaps initially.</li> </ol> </li> <li>2. Identify non-core subject provision for students of key workers and vulnerable families through the above system.</li> <li>3. Ensure systems of support are in place through: <ol style="list-style-type: none"> <li>a. With me in Mind children and provision (ZB)</li> <li>b. Bespoke 1 to 1 provision through TAs and EHCP Nurture focus.</li> <li>c. Small group work regarding anxiety, mental health and wellbeing support (ZB, as above)</li> <li>d. LAC mentoring provision of MP</li> </ol> </li> <li>4. Ensure effective liaison and communication with external agencies: <ol style="list-style-type: none"> <li>a. Education Psychologist</li> <li>b. Early Help</li> <li>c. CAMHS</li> <li>d. Social Care</li> </ol> </li> </ol>	<p>MR</p> <p>MR</p> <p>MR/SOD</p> <p>JH</p>	<ul style="list-style-type: none"> <li>• All students engage with onsite learning</li> <li>• 100% attendance for all vulnerable students</li> <li>• All students have access to quality support provision in school</li> </ul>
<p>Development of enhanced online/remote provision (AMBER cohort)</p>	<ol style="list-style-type: none"> <li>1. Ensure all vulnerable students have access to remote/online learning through Chromebook scheme and all students and parents are connected to Class Dojo and have an email address.</li> <li>2. Identify students who require support regarding anxiety, mental health and/or wellbeing: <ol style="list-style-type: none"> <li>a. School mental health support (ZB/LL)</li> <li>b. Early Help provision</li> <li>c. Bespoke 1 to 1 meetings through Family Support Team (phone calls only)</li> <li>d. Weekly family and student 'check in' regarding work engagement</li> </ol> </li> <li>3. All students provided with a key worker to ensure that: <ol style="list-style-type: none"> <li>a. Regular contact and communication with families and students</li> <li>b. Engagement with work is high</li> </ol> </li> </ol>	<p>MR</p> <p>MR / ZB / SOD / LL</p> <p>JH</p>	<ul style="list-style-type: none"> <li>• All students will engage with online/live streamed learning activities.</li> <li>• Students engage with key worker provision</li> <li>• All key workers make regular contact with students and families</li> <li>• All students have access to remote education (no disadvantaged students)</li> <li>• High levels of online engagement</li> <li>• All students engage in bespoke online curriculum offer</li> </ul>

	<p>c. Referral to external services where necessary</p> <p>4. Ensure effective liaison and communication with external agencies:</p> <p>a. Education Psychologist</p> <p>b. Early Help</p> <p>c. CAMHS</p> <p>d. Social Care</p>	JH	
Ensure that all students identified through our vulnerability tracking access and engage with their remote/online learning (GREEN cohort)	<p>1. Identify students with concerns over access and ensure no students is disadvantaged</p> <p>2. Weekly engagement check ins with key worker via one or more of the following channels:</p> <p>a. 1 to 1 phone calls with students and families regarding online engagement</p> <p>b. RAG rating of student engagement</p> <p>3. Ensure effective liaison and communication with external agencies:</p> <p>a. Education Psychologist</p> <p>b. Early Help</p> <p>c. CAMHS</p> <p>d. Social Care</p>	MR JH JH	<ul style="list-style-type: none"> <li>• All students will engage with online/live streamed learning activities.</li> <li>• Students engage with key worker provision</li> <li>• All key workers make regular contact with students and families</li> <li>• All students have access to remote education (no disadvantaged students)</li> <li>• High levels of online engagement</li> </ul>
Identification of Key Worker Team	<p>1. Identify staff in school to act as, and increase capacity for, key workers from:</p> <p>a. Higher level teaching assistant team</p> <p>b. Appropriate teaching assistant team (where appropriate)</p> <p>c. DSL (JH)</p> <p>d. Headteacher (MR)</p>	MR	<ul style="list-style-type: none"> <li>• All students have access to a key worker (online mentor)</li> <li>• All mentors offer quality provision</li> </ul>
Weekly Vulnerable Student Tracking	<p>1. Weekly RAG rating strategic meetings to:</p> <p>a. Evaluate engagement of isolating children/cohort</p> <p>b. Review RAG ratings (escalation and de-escalation)</p> <p>c. CIN / CP progress updates from JH</p> <p>d. Multi-agency forum – external agency input</p> <p>e. Evaluate support systems</p>	MR / SLT	<ul style="list-style-type: none"> <li>• Ensure all students have had regular and meaningful contact</li> </ul>

Access assessment	<ol style="list-style-type: none"> <li>1. Ensure all students have a comprehensive access assessment in terms of: <ol style="list-style-type: none"> <li>a. Technology (Internet for Education City, Google Hangouts etc)</li> <li>b. Sanitary need</li> <li>c. FSM</li> <li>d. Hygiene</li> </ol> </li> </ol>	JH	<ul style="list-style-type: none"> <li>• Ensure all students have access to social care and wider social care support if needed.</li> <li>• Ensure no student is disadvantaged in terms of hygiene, sanitary or food poverty</li> </ul>
Assessing the impact and quality of vulnerable cohort provision	<ol style="list-style-type: none"> <li>1. Assessing the progress made by vulnerable cohorts including: <ol style="list-style-type: none"> <li>a. Teacher evaluations and updates.</li> <li>b. Records of attendance from any live lessons and of completed work.</li> <li>c. Liaison with key worker agencies, where needed.</li> </ol> </li> <li>2. Adapt and change curriculum provision</li> <li>3. Ensure all students, where necessary, have a meaningful reintegration package following reopening: <ol style="list-style-type: none"> <li>a. Family support</li> <li>b. Anxiety and emotion management</li> </ol> </li> </ol>	MR / SLT / Teachers	<ul style="list-style-type: none"> <li>• All students make progress commensurate with onsite learning</li> <li>• Reshape action planning, curriculum through effective evaluation</li> </ul>