

# Return to School Guidance – Secondary Schools

July 2020

## Introduction

The government has set out their expectation that pupils in all year groups will return to school full time from September. This Local Authority guidance aims to support schools in preparing for this and should be read in conjunction with DFE statutory guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>. This guidance was written in consultation with secondary headteachers and Kent Association of headteachers.

This guidance is set out in two parts, the first section looks at operational considerations that will support schools in minimising risks from COVID 19 whilst providing full time in school education for all pupils. It considers and provides guidance on issues such as accommodation, classroom organisation and contingency planning. The second part signposts support and guidance around the curriculum including the recovery curriculum and blended and video learning (should further local lockdown be required).

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# Part 1 – Operations

## Premises, Health and Safety

Section A	Have we ensured that...	RAG	Notes
<p><b>Reducing the risk of transmission through a preventative system of controls</b></p> <p><i>(See DfE guidance for full opening of schools. Numbers 1-4 must be in place in schools all the time. Number 5 must be considered, and schools must put in place measures that suit their particular circumstances. Number 6 applies in specific circumstances.) other guidance has also been considered</i></p>	<p><b>1. We have minimised contact with individuals who are unwell by ensuring that those who have COVID-19 symptoms, or who have someone in their household who does, do not attend school?</b></p> <ul style="list-style-type: none"> <li>• Pupils, staff and other adults do not come into the school if they have COVID-19 symptoms or have tested positive in the last 7 days?</li> <li>• Anyone developing COVID-19 symptoms during the school day is sent home immediately and advised to follow ‘stay at home’ government guidance?</li> <li>• Those pupils awaiting collection by their parents wait in a separate room with appropriate adult supervision. (If a pupil needs to use the toilet while awaiting collection, the toilet is cleaned and disinfected before being used by anyone else.)</li> <li>• The area around someone with symptoms is cleaned with standard detergent after they have left?</li> <li>• PPE, including a mask, is worn by staff who are supervising a pupil who is displaying symptoms of coronavirus while the pupil is awaiting collection by their parent?</li> <li>• Everyone washes their hands thoroughly for 20 seconds with soap and running water or uses hand sanitiser after any contact with someone who is unwell?</li> </ul>		
<p><i>This is in place in school all the time.</i></p>	<p><b>2. We have implemented thorough hand washing routines ensuring that hands are cleaned thoroughly more often than usual?</b></p>		

	<ul style="list-style-type: none"> <li>• Good personal hygiene and regular handwashing is given suitably high prominence in the school's protective measures and daily routines?</li> <li>• Pupils and staff wash their hands - on arrival, before and after eating, after using the toilet and after sneezing and coughing?</li> <li>• Pupils and staff wash hands frequently with soap and water (for at least 20 seconds) and dry thoroughly or, where this is not possible, use alcohol hand rub or sanitiser ensuring all parts of the hand are covered?</li> <li>• Staff wash their hands and surfaces before and after handling pupils' books?</li> <li>• Help is available for pupils who have trouble cleaning their hands independently?</li> </ul>		
<i>This is in place in school all the time.</i>	<p><b>3. We are promoting good respiratory hygiene?</b></p> <ul style="list-style-type: none"> <li>• Staff and children are asked to use a tissue or elbow to cough or sneeze into and use bins for tissue waste? We have implemented, 'catch it, bin it, kill it'?</li> <li>• Pupils and staff are encouraged not to touch their mouth, eyes and nose?</li> <li>• We have completed risk assessments and provided appropriate support for pupils with complex needs who struggle to maintain good respiratory hygiene?</li> </ul>		
<i>This is in place in school all of the time.</i>	<p><b>4. We have implemented enhanced cleaning and hygiene routines?</b></p> <ul style="list-style-type: none"> <li>• There is an enhanced and more frequent cleaning of rooms, other spaces including toilets and frequently touched surfaces using standard products.</li> <li>• Classrooms, toilets and all areas used are cleaned thoroughly at the end of the day?</li> <li>• Shared spaces such as the hall which may be used by different 'bubbles' in the day are cleaned after each group has used these spaces?</li> <li>• Classroom resources and equipment are cleaned regularly?</li> <li>• Any resources and/or equipment that are shared between 'bubbles' are cleaned frequently and meticulously and between use by different 'bubbles'?</li> <li>• Equipment such as computers and phones are wiped down and sanitised regularly</li> <li>• Hot water and soap are available in every toilet for hand washing?</li> <li>• Where possible running water and soap are available in every classroom/area for hand washing?</li> <li>• Where a sink is not nearby, hand sanitiser is available in classrooms and other learning environments?</li> </ul>		

	<ul style="list-style-type: none"> <li>• Disposable tissues are supplied in each classroom and in other learning environments?</li> <li>• Lidded bins for tissues are in classrooms and other key locations – these are emptied throughout the day (double bagged if suspected case of COVID)).</li> <li>• We have adequate supplies of tissues, cleaning products, plastic bags, disposable cloths, soap and hand sanitiser?</li> <li>• Caretaking/cleaning staff keep supplies topped up during the day?</li> <li>• Premises staff have had training in the school’s new routines and controls?</li> <li>• COSHH risk assessments have been completed for any new products?</li> </ul>		
<p><i>We have considered these arrangements and taken into account our school’s particular circumstances.</i></p>	<p><b>5. We have minimised contact between individuals and maintained social distancing wherever possible?</b></p> <p><b>General principles and controls -</b></p> <ul style="list-style-type: none"> <li>• Taken all reasonable steps to reduce the number of contacts between pupils and staff?</li> <li>• Teaching groups are organised and maintained in separate areas such as year group ‘bubbles’.</li> <li>• Desks are ideally forward facing and where this is not possible, pupils are seated at an appropriate distance from each other?</li> <li>• When staff or pupils cannot maintain distancing we have reduced risk by keeping pupils in smaller, class-sized groups?</li> <li>• Pupils are supported to maintain distance within groups and not touch each other or staff where possible?</li> <li>• Where pupils mix into wider groups, such as for any specialist teaching, this is carefully managed and kept to a minimum with appropriate controls?</li> <li>• Where staff need to move between classes and year groups, they keep their distance as much as possible from pupils and other staff and sanitise in between (ideally 2 metres from others)? Sanitising</li> </ul> <p><b>In the classroom -</b></p> <ul style="list-style-type: none"> <li>• We have maintained a distance between people, avoided face to face contact and minimised time spent within 1 metre?</li> </ul>		

	<ul style="list-style-type: none"> <li>• Staff maintain distance from pupils, staying at the front of the class and maintain a safe distance from colleagues wherever possible (<b>secondary schools</b>)?</li> <li>• Where possible, adults maintain a 2 metre distance from each other and from pupils?</li> <li>• Where possible, we have made small adaptations to classroom layout to support distancing such as seating pupils side by side and facing forwards?</li> </ul> <p><b>Elsewhere in the school and curriculum considerations –</b></p> <ul style="list-style-type: none"> <li>• ‘Bubbles’ are kept apart and there are no large gatherings such as assemblies?</li> <li>• Movement around the school is kept to minimum?</li> <li>• Reduced ‘traffic’ in corridors and circulation spaces to avoid congestion?</li> <li>• Considered break and lunch time arrangements to ensure distancing and separation of ‘bubbles’?</li> <li>• We have reviewed and arranged staff spaces such as staff rooms, meeting rooms and preparation areas to help staff to maintain distance from each other?</li> <li>• We have reviewed space and rooms for any visitors to enable distancing?</li> <li>• We have taken appropriate steps to reduce and manage risk in music when pupils are singing or playing wind/brass instruments? Distancing is appropriate with a maximum of 15 in a group. Singing is permitted outside.</li> <li>• We have taken appropriate action to reduce and manage risk in physical education such as no contact sports and cleaning of equipment between groups?</li> <li>• We have reviewed other subjects in the curriculum and taken action, where needed, to reduce risk?</li> </ul> <p><b>Arriving and leaving the school premises -</b></p> <ul style="list-style-type: none"> <li>• Considered staggered start times and where possible and adjusted start and finish times to keep groups apart as they arrive and leave school? (While ensuring teaching time is not reduced.)</li> <li>• Parents are encouraged to support their children in walking or cycling to school?</li> <li>• We have taken all reasonable steps to support social distancing by making sure that students, parents and other acquaintances do not gather at the school gate?</li> <li>• Parents and other visitors may only come onto the school site by prior appointment?</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Social distancing protocols for the start and end of the school day, and the school's systems of controls are clearly set out in the school's written policy which has been shared with parents, pupils and staff?</li> <li>• Pupils and staff clear their hands on arrival at school, ideally with soap and water or where this is not possible, use hand sanitiser.</li> <li>• Hand sanitiser is provided at main entrances/exits?</li> <li>• We have implemented a process for removing face coverings when pupils and staff who use them arrive at school: pupils have been instructed not to touch the front of their face when removing them, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they take home with them and must wash their hands immediately afterwards?</li> <li>• We have worked with local transport networks to ensure that appropriate safety measures are in place for dedicated school transport?</li> <li>• We have liaised and worked with the local transport networks, providers and parents regarding safety considerations for any pupils who travel to school using public transport?</li> </ul> <p><b>Equipment and resources -</b></p> <ul style="list-style-type: none"> <li>• Individual and very frequently used equipment such as pencils and pens are not shared by pupils or staff?</li> <li>• Classroom based resources such as books are kept for use exclusively by each separate 'bubble'?</li> <li>• Any resources that are shared between classes or bubbles such as sports, art and science equipment are cleaned frequently and meticulously and between use by different 'bubbles'?</li> <li>• We have limited and reduced the amount of equipment pupils bring into school each day?</li> <li>• Avoided the unnecessary sharing of resources?</li> <li>• Applied the school's routines and expectations on hand cleaning and the cleaning of resources which are shared?</li> <li>• We have reviewed the resources we use and considered and taken action, as needed, to reduce risk?</li> </ul>		
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	<p><b>Other considerations – (SEND, visitors, visiting staff, attendance at different settings)</b></p> <ul style="list-style-type: none"> <li>• We have taken into account and planned for the specific needs and support needed for pupils with SEND?</li> <li>• Taken all reasonable steps to minimise contact and maintain distance between school staff any visiting staff/professionals/contractors or temporary staff that work in different schools and/or settings?</li> <li>• We have provided appropriate guidance to any visitors (including visiting staff/professionals/contractors or supply staff) on or before arrival at the school? Sample guidance needed.</li> <li>• We have worked collaboratively with other providers to implement a system of controls and address any identified risks for any pupils attending more than one school/setting?</li> <li>• Contractors and suppliers adhere to the school’s COVID-19 procedures?</li> <li>• Any visitors follow the school’s hygiene and social distancing measures?</li> <li>• Parents, visitors and contractors know that they are not to enter the premises if they have COVID-19 symptoms?</li> </ul>		
<p><i>We have considered the use of PPE for specific circumstances.</i></p>	<p><b>6. We have considered and made arrangements for the provision of personal, protective equipment (PPE)?</b></p> <ul style="list-style-type: none"> <li>• We have implemented a process for removing face coverings when pupils and staff who use them arrive at school? (See above – arrival at school)</li> <li>• PPE is available for staff and worn where pupils’ care routinely involves the use of PPE?</li> <li>• PPE, including a mask, is worn by staff if a distance of at least 2 metres cannot be maintained from any pupil who is displaying symptoms of coronavirus while the pupil is awaiting collection by their parent?</li> <li>• Staff have received instruction in the correct use and disposal of PPE?</li> </ul>		



Section B	Have we ensured that...	RAG	Notes
<b>Responding to infection</b>	<p><b>7. We have engaged with the NHS Test and Trace process?</b></p> <ul style="list-style-type: none"> <li>• We understand the NHS Test and Trace process and how to contact the local public health protection team?</li> <li>• We have informed staff, parents and carers that they must abide by procedures and be ready and willing to book a test, provide details of anyone they have been in close contact with if they test positive and self-isolate as per the 'stay at home' guidance (see above)?</li> <li>• We have informed parents, carers and staff of the importance of them informing the school immediately of the results of any test?</li> </ul>		
	<p><b>8. We have implemented a procedure to manage any confirmed cases of COVID-19?</b></p> <ul style="list-style-type: none"> <li>• We inform the local health protection team and AEOs of any confirmed cases (see guidance above)?</li> <li>• Work with the health protection team and follow their guidance and instructions? <b>Kent Health Protection Team 0344 225 3861</b></li> <li>• Support this process by keeping careful records of attendance so that we understand 'contacts' between staff and pupils and between pupils?</li> <li>• Work with the health protection team and follow any guidance regarding household members and other contacts? (See guidance above – NHS testing and tracing)</li> </ul>		
	<p><b>9. Have procedures in place to enable us to take appropriate action in the event of an outbreak?</b></p> <ul style="list-style-type: none"> <li>• In the event of any outbreak we work in close partnership with the local authority and the local health protection team?</li> </ul>		

Section C	Have we made sure that...	RAG	Notes
<b>Helping pupils, parents and staff to understand the importance of good hygiene and how infection is transmitted</b>	<ul style="list-style-type: none"> <li>• We have engaged with and informed the school community of our enhanced prevention, control measures, our procedures for responding to any infection and hygiene routines? (Including NHS Track and Trace)</li> <li>• Posters and reminders about good hygiene are displayed prominently around the school, in toilets and classrooms and at each point of entry to the school. For students with SEND we have referred to Special School Guidance for extra support.</li> </ul>		

Section D	Have we made sure that ...	RAG	Notes
<b>Conducting site safety checks prior to wider opening</b>	<ul style="list-style-type: none"> <li>• The school has been thoroughly cleaned prior to the full opening of the school?</li> <li>• We have undertaken a health and safety check of the building and school site</li> <li>• Water systems are fully operational and appropriate Legionella checks and procedures have been followed? (E.g. regular flushing, temperature checks.)</li> <li>• Our fire evacuation procedures have been updated to reflect any new arrangements A planned practice is scheduled for as soon as possible in the new term with a 'walk through' practice, bubble by bubble to demonstrate and practice the expectations.</li> <li>• Other statutory maintenance and compliance checks have been carried out?</li> <li>• We have reviewed arrangements for building-related systems including hot and cold water, gas, fire safety, kitchen equipment, security and access control, intruder alarms, ventilation?</li> </ul>		<i>Leaders and governors need to take into account the different premises and site maintenance requirements of their unique setting. This aid-memoire is not exhaustive but highlights the key aspects to be considered.</i>

	<ul style="list-style-type: none"> <li>Classrooms and other spaces are well ventilated? Doors are propped open to increase ventilation and limit the use of door handles? Where fire doors are propped open in the absence of any other ventilation source, this is mitigated against in the fire risk assessment.</li> <li>We have followed the guidance in <a href="#">Managing school premises during coronavirus outbreak?</a></li> </ul>		
<b>Section E</b>	<b>Have we made sure that ...</b>		
<b>Vulnerable and clinically vulnerable people</b>	<ul style="list-style-type: none"> <li>We have liaised with professionals regarding pupils who are no longer required to shield, but who remain under the care of a specialist health professional? We have worked with these professionals regarding arrangements for these pupils' return to school?</li> <li>We have reviewed the plans for vulnerable pupils of all age groups with education health and care (EHC) plans and updated risk assessments as necessary?</li> <li>Where needed, we have provided additional support to help pupils follow our social distancing and safety measures? (For example, routes round school marked in braille or with other meaningful symbols)</li> <li>Staff know what actions they need to take to reduce risk when the school's hygiene rules and social distancing are not possible, for example when transporting pupils with challenging behaviour who need support to access a vehicle or fasten seatbelts?</li> <li>We have followed the guidance regarding staff who are clinically vulnerable (including those who are pregnant) or extremely vulnerable and considered how these staff are deployed?</li> </ul>		<a href="#">Guidance on conducting risk assessments in SEND settings is here.</a>  <a href="#">Government guidance – staying alert, after 4 July (including for clinically vulnerable people)</a>
<b>Section F</b>	<b>Have we made sure that ...</b>		

<p><b>Communication of plans, training and well-being</b></p>	<ul style="list-style-type: none"> <li>• We have considered any additional support or training needs for staff and pupils including return to the school/setting? (For example, support for pupils who may be anxious about returning to school, support for staff returning to work.)</li> <li>• Any updates to procedures have been communicated in a timely manner with contractors and suppliers to enable them to prepare their plans for opening? (For example - cleaning, catering, food suppliers, hygiene suppliers.)</li> <li>• The well-being of staff, pupils, governors and everyone in the school community is a priority?</li> <li>• We have communicated our plans to parents/carers and have responded in a timely fashion to particular points raised. We have used this to further inform our risk assessments.</li> <li>• We have consulted with the H&amp;S representative on the staff body and/ or staff representative organisations. Points raised have been mitigated against and communicated back to the staff body.</li> <li>• The risk assessment is published on the school website. (Expected for settings with more than 50 employees)</li> </ul>		
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**PHE South East Health Protection Team:**

**Guidance for Childcare and Educational Settings in the Management of COVID-19**

Prevent the spread of infection by maintaining high standards of hygiene, including hand washing and regular cleaning and disinfection of surfaces. This will help prevent COVID-19 spreading in schools, as well as other infectious diseases.

**If you have any infection control concerns or questions please call the Kent Health Protection Team 0344 225 3861 (option 1 to 4 depending on area). Paste elsewhere.**

## Section 2 – Future lockdown procedures

The government guidance advises that for individuals or groups of self-isolating pupils remote education plans should be in place. In the event of further national or local lock-down schools are expected to have a contingency plan for remote education provision which meets the expectations set out in the guidance. Including:

- Have systems in place to move to providing remote education where a class or year group. (see blended/remote learning below)
- Have agreed processes with staff, pupils and their parents for check-in meetings and learning continuity. Consider how to provide opportunities for interaction and feedback for those pupils not on site.
- Care to be taken to ensure the content covered at home and in school is coherent and appropriately sequenced.
- Continue think carefully about the workload of teachers, some of whom may be responsible for teaching/supervising pupils on site as well as delivering the remote curriculum.

<https://www.gov.uk/government/publications/local-lockdowns-guidance-for-education-and-childcare-settings/guidance-for-educational-and-childcare-settings-in-leicester-and-the-affected-parts-of-leicestershire>

### **Section 3 - Open evenings and parent evenings.**

Parent consultation evenings should still remain in the school calendar for the autumn term can be implemented either face to face or virtually with careful planning and appropriate H&S risk assessments.

It is recommended that Open Evenings are considered alongside the demands of an autumn exam series. At this stage it is recommended that local headteacher networks supported by KAH plan their calendar carefully for autumn open events so that all schools have an opportunity to engage with prospective parents and that all parents have the opportunity to make an informed decision regarding future destinations for their child.

This section is based on the government guidance for the safe use of multi purpose community facilities in the absence of sector specific advice.

<https://www.gov.uk/government/publications/covid-19-guidance-for-the-safe-use-of-multi-purpose-community-facilities/covid-19-guidance-for-the-safe-use-of-multi-purpose-community-facilities>

This guidance remains under review and may be updated in line with the changing situation. Currently, in law only premises or locations which are COVID-19 secure will be able to hold more than 30 people, subject to their own capacity limits.

Where gatherings have more than 30 people, those operating venues should take additional steps to ensure the safety of the public and prevent large gatherings or mass events from taking place. At this time, venues should not permit indoor performances, including drama, comedy and music, to take place in front of a live audience.

<https://www.hse.gov.uk/simple-health-safety/risk/risk-assessment-template-and-examples.htm>

## Part 2 – Recovery Curriculum

## Section 1 – Key questions, considerations and resources

### 1.1 Key questions and considerations

Issue	Questions	Possible Scenarios
<b>Curriculum</b>	<p>What are the key concepts in each subject which need to be the focus on the unit?</p> <p>What was engagement like for home learning? Who has not been back in and what has the impact been? How will you identify gaps? What learning needs to be prioritised for your pupils?</p> <p>Where are the gaps? What needs to happen to get learning back on track? Are there any considerations in terms of your curriculum sequencing (i.e. inclusion of difficult or sensitive topics with groups who may have less face to face time)?</p> <p>Are there any changes to the pedagogical approaches that need to be made? Will staff need support and training to make the best use of your chosen platform?</p> <p>How will lesson planning work? Will staff continue to work with their own classes or across year groups or subjects? How can collaboration in a team help to ensure high quality provision continues?</p>	<p>Middle and subject leaders review curriculum maps to look at key topics.</p> <p>Make effective use of formative assessment NOT testing. Look at how the curriculum is sequenced to see where opportunities for explicit instruction, deliberate practice and independent learning: reading, increasing vocabulary, writing and maths.</p> <p>Make use of key resources (see resource lists) <a href="#">Kelsi Coronavirus – updated advice</a> And national recognised providers <a href="#">Oak National Academy</a></p> <p><a href="#">DfE Guidance for full opening - schools</a></p> <p>The DfE have produced <a href="#">a quality assured list of support materials</a></p>



	<p>Refer to full guidance which provides explicit links to support materials</p> <p>How can teachers and leaders make the most of collaborating with others to address common issues?</p>	<p>Contact The Education People improvement advisors for network contacts or work with your MAT or Trust.</p>
<b>SEND</b>	<p>How can learners with additional needs be supported following extended period out of school?</p>	<p>Make use of <a href="#">SEND consortium training</a> (free inset)</p> <p>Make use of catch up support</p> <p><a href="#">EEF National Tutoring Programme</a></p> <p><a href="#">EEF SEN Toolkit</a></p>
<b>Catch up support</b>	<p>How will you accelerate learning?</p> <p>What use can be made of tutoring and catch up programs?</p> <p>How can Pupil premium best be used to support “gap” closing?</p>	<p>EEF has published <a href="#">guidance on intervention and support</a></p> <p><a href="#">EEF National Tutoring Programme</a></p>
<b>Quality Assurance</b>	<p>How will you continue to monitor, track and evaluate student learning?</p> <p>How will you check that learning at home and in the classroom continues to be of a high standard?</p>	<p>Carefully designed formative assessment, adapted to current need.</p> <p>Summative assessments following longer learning sequences, adapted to reflect curriculum coverage.</p> <p>Usual quality assurance procedures, including during remote learning sequences.</p>

## 1.2 Key Resources and materials

A full list of online and TEP resources to support return are available [here](#) and attached as an appendix to this guidance.

- **The Education People** have a range of resources, webinars and training to support staff with home and blended learning. This includes support for teachers around curriculum delivery, planning to close gaps and a recovery curriculum.

Events  
Webinars  
Courses/CPD Online

- [Oak National Academy](#) - a flexible, broad curriculum for schools to align to their own plans to. Covers a range of subjects from reception to year 11.
- **Blended learning materials** - [DfE resources](#)
- [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

### 1.3 Help and support

The first point of call for support should be the School Improvement Adviser and Area Senior Improvement Adviser. Schools and academies would also be advised to talk within their collaborations, quads, triads and local partnerships when seeking good practice examples around specific issues. KAH are representatives can also support schools with signposting similar settings.

Any additional assistance should be sought through your Improvement Adviser, or the Senior Improvement Adviser for your area who will be able to signpost you to the appropriate support:

- **Head of Secondary Improvement Service:** Siobhan Price - [Siobhan.price@theeducationpeople.org](mailto:Siobhan.price@theeducationpeople.org)
- **Principal Lead Special Schools, PRUS and SRP:** Pete Stewart – [peter.stewart@theeducationpeople.org](mailto:peter.stewart@theeducationpeople.org)
- **English Improvement Advisor:** Zoe Enser - [zoe.enser@theeducationpeople.org](mailto:zoe.enser@theeducationpeople.org)
- **Maths Improvement Advisor:** Andrew Woods – [andrew.woods@theeducationpeople.org](mailto:andrew.woods@theeducationpeople.org)

## **Section 2 – Getting the most from blended learning**

In the event of future local lockdown, schools may need to establish short periods of blended and video learning. There may also be rare incidences where individual pupils are not able to come into school e.g. shielding. The following guidance outlines some of the options available to schools in order to ensure equality of provision for all pupils and to mitigate any future impact of the pandemic.

### **What is blended learning and what are the options?**

Blended learning (also known as hybrid learning) is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities. In our current circumstances, schools are likely to be offering a version of blended learning to their students for the coming months.

The expectation is that all pupils are in school from September, the local authority view is that schools should deliver provision in line with government guidelines. However, we understand that schools may have pupils who are unable to come into school for a variety of reasons. This document provides guidance for the rare occasions that blended learning needs to be maintained for key pupils and outlines:

- Some of the key questions and considerations you need to explore when planning your approach to blended learning.
- Some of the different approaches you can take when implementing blended learning.
- Examples of good resources you can integrate within your own curriculum.
- Examples of where schools have been using blended learning effectively, both in recent months and prior to this.

## 2.1 Parental engagement

### Introduction

The following guidance pulls together best practice and research in relation to parental engagement. This guidance aims to support schools in improving and developing parental engagement in home learning as schools return to full time education. This is also relevant should further lockdown be required or for individual pupils who cannot be in school for any reason.

The guidance and recommendations take into account the following key issues:

- The EEF toolkit and research is clear that there is surprisingly little robust evidence on which approaches are most effective in improving parental engagement, particularly for disadvantaged families.
- Working effectively with parents can be challenging, and is likely to require sustained effort and support.
- Many schools do not have an explicit plan for how they work with parents.
- School's work to engage hard to reach parents may not be successful, schools may need to review their approach for these pupils in order to ensure equality of opportunity and avoid learning gaps from widening further.
- Different approaches are needed for different ages.
- [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)

### Strategies and where to go for support and advice

Strategy	Guidance
Track engagement in home learning to identify families in need of support	<a href="#">SHS Parental Engagement training toolkit</a>
Ask target parents what would help them engage, take a more direct approach.	
Identify named staff to liaise with target families. Ensure contact is regular offering support and guidance on a weekly basis, eg weekly texts and weekly learning videos	
Personalised messages linked to learning- direct to phone apps are often more successful	A range of parent apps are available to facilitate this

Ensure teachers provide regular feedback on children’s progress and talk to parents about next learning steps	<a href="#">EEF - Parental Engagement</a>
Offer advice on improving home learning environments working with individual parents to set up a learning plan or routine	<a href="#">EEF - Working with parents to support children’s learning – summary of recommendations</a>
Run more intensive programmes for children struggling with reading or behaviour in order to support parents to reengage them in home learning.	
Provide videos or parent meetings to model learning strategies and help parents understand the learning eg sharing a book, reading, phonics, maths introductions	<a href="#">NCETM - Support for parents and carers helping children with maths</a>
Target families who would benefit from weekly learning reviews talking through learning for the week and any support parents may benefit from e.g. key learning questions	
Communicating clearly what will make the biggest difference for target learners including any changes to the curriculum.	
Be aware of EEF trialled programs and parental support strategies taking into account the limitations outlined in the research including texting parents	<a href="#">EEF – Parental Engagement Texting parents project</a>
Additional research guidance and toolkits on parental engagement	<a href="#">DfE – Review of best practice in parental engagement</a> <a href="#">NFER – Teacher guide – parental engagement and narrowing the gap</a>

## Section 3 – Remote / video learning

### 3.1 Working remotely - options and considerations in the case of future localised or school-based lockdown

Whilst the expectation is that all pupils return to full time education, the government have not ruled out the possibility of future localised lockdown. In addition, occasions may arise where bubbles need to step out of school due to infection or where individual pupils are not able to come in. In these cases, there are a number of safeguarding considerations that need to be taken into account when delivering remote learning. There are also considerations required to train and support staff with the use of online technologies and associated pedagogies. Some of the pros and cons are listed below:

Delivery Method	Pros	Cons
<b>Live streamed lessons</b>	<p>Can prompt higher levels of engagement, seeing teacher and peers and feeling part of a session.</p> <p>The teacher can control and refine the pace of delivery, introducing material in steps, checking understanding and adapting as they would in a classroom setting.</p> <p>Can reach a large number of students at once, so could reduce planning and ensure high level of expertise</p> <p>Break out rooms can be used to create small group discussion on topics and monitored by host(s).</p>	<p>Access issues. Do students have the equipment required, including internet access? Can pupil premium be used to support this? Can old technology be sourced from within the community?</p> <p>Safeguarding needs careful consideration - using password protection, use of waiting rooms, no open access, team teaching or observer so there are two adults, background consideration or blurring. Do you want to show teacher/pupil video or disable this?</p> <p>Staff need training on the use of live lessons as classroom pedagogies do not automatically transfer to live video streaming.</p>
<b>Pre-recorded lessons either from teachers at</b>	Can be accessed at any time to allow greater flexibility than live lessons.	Less interactivity than live lessons, making it harder to check progress or engagement.

<p><b>your school or from other schools.</b></p> <p>This can be done on a range of platforms</p>	<p>Can reach a large number of students at once, so could reduce planning and ensure high level of expertise with teachers focusing on particular lessons and topics.</p>	<p>Safeguarding still needs to be considered (background etc) but schools have greater control over this.</p> <p>May need lots of work initially to ensure that the material is of the highest quality. Nationally recognised resources <a href="#">Oak National Academy</a> save some of the work and this example will continue into the next academic year.</p>
<p><b>Online resources such as word documents, power points, video clips, quizzes etc.</b></p> <p>These can be uploaded onto platforms</p>	<p>All material can be collated in one place and students can upload work on some of those platforms for feedback.</p> <p>Work can be personalised to individual need, including in feedback.</p>	<p>Students may find it difficult to motivate themselves if they are not getting feedback as rapidly.</p> <p>Misconceptions could become embedded unless checks and opportunities to self-correct are in place, with longer more independent tasks.</p>
<p><b>Pre-existing computer-based learning</b></p> <p>For example, Lexia</p>	<p>Already available, user friendly, with engagement in mind. Some include app options to wider access via mobile devices.</p> <p>Students can control the pace for some of the programs and be flexible with timings.</p> <p>Can be very high quality as they are designed for a broad “buying” audience.</p>	<p>Can be impersonal and not always fit with curriculum requirements. Although feedback is built into some of these systems, students still need teacher guidance around success and issues.</p> <p>Can be repetitive for some students who will lose motivation, especially if finding it hard.</p> <p>Schools who do not already have these will need to purchase, so cost could be an issue. Students and parents will need to be introduced to this in order to use it effectively.</p>
<p><b>Paper-based materials</b></p>	<p>No issues with access, although the packs need to be distributed in some way.</p> <p>Students can control the pace of the work.</p>	<p>Textbooks and guides may not cover the curriculum, depending on subject and school.</p>

Including textbooks, revision guides and work packs	<p>Work can be personalised to individual need.</p> <p>Can be quick to set work from, reducing workload and providing a quick solution.</p>	<p>Can be difficult to engage and motivate students if work is not going to be discussed for a period of time.</p> <p>Misconceptions can become embedded if learning checks are not included and carefully planned.</p> <p>Individual work packs can take a lot of time to prepare in advance to be of the best quality.</p>
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### 3.2 Online learning – pre-recorded and live streaming of lessons

This section briefly outlines the issues and possible pros and cons around online learning, considering both pre-recorded content and the live streaming of lessons. Again, whilst pupils will return to class sized bubbles, further lockdown, “stepping out” of bubbles to self-isolate or further lockdown may require the use of additional online learning.

- By online learning, we mean live streamed content which can include live videos or audio directly featuring staff and/or children; it can also refer to live video demonstrations or live sharing of PowerPoint slides with audio.
- Pre-recorded content can include pre-recorded material which features video and/or sound. Pre-recorded content does not have to feature staff directly and can include pre-recorded screen captures of demonstrations or PowerPoint slides with a voice over.

Summary of key areas of consideration	Specific points/issues to be considered:		
	Live streaming content	Pre-recorded content provided by school	Pre-recorded or live streaming provided externally
<b>Safeguarding</b>	<p>If live streaming directly features videos/audio of staff and/or children, potential safeguarding risks can include:</p> <p><b>Staff behaviour</b></p>	If featuring videos/audio of staff, safeguarding risks can include:	Where schools are directing children to any content from other providers, they



	<ul style="list-style-type: none"> <li>• Staff sharing inappropriate content, e.g. leaving content in the background of videos or when screensharing.</li> <li>• Staff behaving in a way which harms a child. This could include bullying/emotional abuse, sharing illegal content and child sexual abuse.</li> <li>• There is an increased risk for allegations being made against staff if 1:1 live video calls take place between staff and children.</li> </ul> <p><b>Children’s behaviour</b></p> <ul style="list-style-type: none"> <li>• Children sharing inappropriate and/or illegal content in videos.</li> <li>• Children sharing access to live streams with people outside of the school community Cyberbullying/harassment. This risk is increased if live streaming and/or private chat or messaging is enabled for children.</li> <li>• Classroom management issues that take place within a live stream can be difficult for a single member of staff to manage as they take place “live” and the member of staff will be focused on curriculum delivery.</li> </ul> <p><b>Breaches of the platform’s terms of service</b></p> <ul style="list-style-type: none"> <li>• Some platforms require users to be 13+ or 16+ so cannot be used with children.</li> <li>• Some platforms are only permitted for home use rather than educational/commercial use.</li> </ul> <p><b>Privacy concerns</b></p> <ul style="list-style-type: none"> <li>• Videos streamed from within a home environment may be intrusive. Staff or children can copy content or videos (eg print screen or screen capture) without permission. This could then be shared.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff sharing inappropriate content in videos, accidentally or deliberately eg leaving content in the background of videos or when screensharing.</li> <li>• Videos taken within home environment may be intrusive.</li> <li>• Children can copy content or videos (eg print screen or screen capture) without permission and share it elsewhere.</li> <li>• Data protection breaches if any personal data is being processed or shared.</li> </ul> <p>If pre-recorded content is live streamed, additional risks will apply.</p> <p>If schools use education specific and risk assessed platforms that are safely implemented, supported</p>	<p>need to ensure that the content and provision is safe and appropriate.</p> <p>Safeguarding risks can include:</p> <ul style="list-style-type: none"> <li>• Content being inappropriate for use with children eg uses victim blaming language or shock/fear-based tactics.</li> <li>• Staff delivering the content are not safe or suitable to work with children.</li> <li>• Platforms used may not be safe for use within a school environment eg age restrictions.</li> <li>• Live chat/video functions can bring risks relating to inappropriate</li> </ul>
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	<ul style="list-style-type: none"> <li>• There is an increased risk of being identified if those on video are considered vulnerable eg children in care, users at risk of domestic abuse.</li> <li>• Live streams could be accessed by unverified users if streams/platforms are not secure - this could result in staff/children being exposed to illegal/inappropriate content (eg “zoombombing”).</li> <li>• Staff/children could share access to live streams with people outside of the school community eg making links public or by sharing passwords/logins.</li> </ul> <p><b>Data protection breaches if:</b></p> <ul style="list-style-type: none"> <li>• Informed consent is required and is not obtained.</li> <li>• Data is not processed and stored in line with GDPR and data protection legislation.</li> <li>• Staff or children could share personal and/or sensitive data.</li> </ul> <p><b>Cybersecurity risks if:</b></p> <ul style="list-style-type: none"> <li>• Platform is not risk assessed and set up securely.</li> <li>• Live streams are not secured eg password protect or waiting rooms/lobbies used.</li> <li>• Users do not receive training and clear expectations.</li> <li>• Users share access to live streams with people outside of the school community eg making links public or by sharing passwords/logins.</li> </ul> <p><b>Other factors:</b></p> <ul style="list-style-type: none"> <li>• Unless content is recorded by the school (consent is required for this and recordings must be stored in accordance with GDPR) or</li> </ul>	<p>by effective training and clear policies and procedures, many of the above risks can be reduced and potentially removed.</p> <p>Many of the risks are reduced from live video sharing as content is easier to manage and moderate by the school eg staff and/or children do not need to feature live, content can be pre-checked before it is shared and content can be reviewed if concerns are raised.</p>	<p>and/or illegal content, contact and conduct.</p>
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	<p>there are witnesses, it can be difficult for schools or other agencies (if required) to investigate concerns.</p> <p>If schools use education specific and risk assessed platforms that are properly implemented, supported by effective training and clear policies and procedures, many of the above risks can be reduced and potentially removed.</p>		
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### Summary of key considerations

Summary of key areas of consideration	Specific points/issues to be considered when live streaming lessons	Specific points/issues to be considered with pre-recorded learning
<p><b>Engagement of children and young people (including pupils with SEND)</b></p> <p><b>Pitch and level of support to ensure learning is fully accessible and inclusive</b></p>	<p><b>Live lessons</b> can be more engaging for young people than pre-recorded materials as they provide more opportunities for interaction, including questioning, feedback and peer discussion.</p> <p><b>Material design</b> is also important when thinking about engagement.</p> <ul style="list-style-type: none"> <li>• Stick to routines and familiar order, across subjects if possible. Good examples of this can be seen in the Oak Academy <a href="#">materials</a>.</li> <li>• Try to ensure that tasks follow simple and familiar steps so again students know what order they will do certain parts of the lesson.</li> <li>• . It is worth logging in to see things from a student point of view to check what is being asked of them.</li> </ul>	<p><b>Pre-recorded lessons</b> provide opportunities for students to have greater control of their learning, which some will find engaging. They can control the pace, completing activities as they wish, rewind to check explanation and go back to previous lessons to support new learning. Some students, especially older ones, may find this approach easier to navigate than younger students.</p> <p><b>Material design</b> is also important when thinking about engagement.</p> <ul style="list-style-type: none"> <li>• Good examples of this can be seen in the Oak Academy <a href="#">materials</a>.</li> <li>• Try to ensure that tasks follow simple and familiar steps so again students know what</li> </ul>

		order they will do certain parts of the lesson.
<b>Equality of access</b>	<p>Whilst schools need to adhere to the 2010 Equality Act with special emphasis on section 5, protected characteristics. They also need to adhere to the broader elements of the act where reasonable adjustments are required to be made to ensure equality of access. This could be applied to access of technology, access to support, differentiation and equality with the in-school offer.</p> <p>Pupils with EAL, those with SEND, those living in overcrowded accommodation, young carers and those deemed as disadvantaged will need to be considered in the reasonable adjustments.</p> <p>Linking with equality will be access to a qualified teacher - so the advice needs to steer them towards the option where a video is played from a recording at specific times with an accessible teacher for questions to be asked and answered in real time. This will have implications with workload and resourcing.</p> <p>Teacher workloads will require more than the current allotted PPA and this will have an impact on the amount of time the teachers are available to teach.</p> <p>Teaching Unions will be watching employers closely and cross referencing to teachers' terms and conditions. In addition, teachers' mental health and well-being needs to be a massive</p>	This is the same for pre-recorded materials

	<p>consideration as if teachers go off sick due to stress there is limited capacity in the system to pick up the slack.</p> <p>The operational element of this is at the discretion of each headteacher however they have limited resources at their hand and as a local authority we need to be very mindful of workload not tipping the balance.</p>	
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<b>Summary of key areas of consideration</b>	<b>Specific points/issues to be considered when live streaming lessons</b>	<b>Specific points/issues to be considered with pre-recorded learning</b>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• 2 teachers/ HLTAs to be present if using live video streaming</li> <li>• Live video lessons should be recorded</li> <li>• Ideally parents to be present, but are they willing/able to be?</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure content is appropriate for age/level of child.</li> </ul>
<b>Engagement of children and young people (including pupils with SEND)</b>	<ul style="list-style-type: none"> <li>• Keeping pupils engaged can be challenging due to distractions at home.</li> <li>• It is not possible for pupils to engage in some practical activities/ games – access to resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Content can be created anytime which provides teachers with flexibility around other commitments.</li> <li>• Content can be shared with colleagues and can be re-used.</li> <li>• Possible to differentiate content for individual pupils' interests.</li> <li>• Pupils can learn at their own pace, watching and re-watching videos to secure understanding.</li> <li>• Pupils can engage with the content at a time that suits them/ when they are in the right frame of mind.</li> <li>• There is no guarantee they will access the video and complete the work set.</li> </ul>

<p><b>Pitch and level of support to ensure learning is fully accessible and inclusive</b></p>	<ul style="list-style-type: none"> <li>• It can be difficult to provide pupils with concrete examples and manipulatives to reinforce learning.</li> <li>• Pupils who struggle with communication skills will require additional support to keep up (particularly if there are multiple pupils involved).</li> <li>• Pupils can be supported with printed/ practical materials posted to their homes.</li> <li>• Getting to know pupils, that you have not met face to face, only having access to EHCP etc.</li> <li>• If the teacher has little knowledge of pupils' prior knowledge, it can be difficult to get the pitch right – if you go in too high or low, it could cause anxiety about joining another live lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils may not understand the tasks set and there is not an opportunity to have discussion and rephrase if needed.</li> <li>• Consider accessibility, eg does the pupil have emotional, reading, writing, language, keyboard skills to be able to access and engage with the content?</li> <li>• Unless you know the pupil's levels well, it is difficult to pitch a lesson correctly. Pupils can become disengaged easily if the level is too low or too high.</li> </ul>
<p><b>IT/technical issues</b></p>	<ul style="list-style-type: none"> <li>• Reliable internet access required.</li> <li>• Family/CYP need access to a reliable device to be able to access the content.</li> <li>• Parents need to have good technical knowledge to be able to set up MS Teams etc. If not, they will need to be provided with clear guides to follow.</li> <li>• Internet or software crashing mid lesson. Need to have an agreed process with pupils so they do not panic if this happens and they are cut off from their teacher.</li> <li>• Compatibility issues between devices.</li> <li>• Difference in software on pupils/teachers' devices can make a difference as it can look</li> </ul>	<ul style="list-style-type: none"> <li>• Reliable internet access required.</li> <li>• Family/CYP need access to a reliable device to be able to access the content.</li> <li>• Need to consider software pupils need to access content on their device</li> <li>• Parents need to have good technical knowledge. If not, they will need to be provided with clear guides to follow.</li> <li>• Not every pupil enjoys working on a laptop or device.</li> </ul>

	different or follow different processes which can cause frustration.	
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>• If a parent is used to speaking for/ doing things for their child, the pupil can become reliant on this and it should be recognised what the pupil is learning as opposed to the parent.</li> <li>• Reliance can hinder transition back into schools so support may be required to help the parent to motivate their child to complete work independently.</li> </ul>	<ul style="list-style-type: none"> <li>• It is difficult to take learning further, ie planning the next step, if you do not get any feedback from the pupil. It is difficult to identify any misconceptions they might have.</li> <li>• If you do receive any feedback from the pupil or the parent, it is not always reliable as you do not know how much support they have received and it depends on how much the child liked/engaged with the activity.</li> </ul>
<b>Manageability/workload for staff</b>	<ul style="list-style-type: none"> <li>• Requires more planning time to ensure it is specific to both the needs of the parent and pupil.</li> <li>• Manageable for shorter sessions eg up to one hour as it can be difficult to maintain focus for longer periods of time</li> <li>• Intensity of providing Team meetings, alternative work materials and documenting communications can reduce “free thinking reflecting” time.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating videos can be time-consuming, particularly if you are a perfectionist.</li> <li>• It can increase workload, as you are sometimes unaware of how much the pupil has completed if they do not provide feedback. Then you send more work when not necessary.</li> </ul>
<b>Equality of access</b>	<ul style="list-style-type: none"> <li>• Having access to laptops or internet can restrict the type of work offered or completed.</li> <li>• If there are multiple siblings at home, it is unlikely there will be enough devices available at the same time for live lessons.</li> <li>• Some online learning platforms do not have all functions in the app form as in the online version.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-recorded sessions can be useful if Internet is unreliable, as these can be accessed at different times.</li> <li>• They can also be useful if there are multiple siblings at home, as lessons can be accessed when a device is available.</li> </ul>

	<ul style="list-style-type: none"> <li>Relies on parents to have the literacy skills or IT knowledge to support pupils.</li> </ul>	
<b>Suitability of working environment</b>	<ul style="list-style-type: none"> <li>It can be difficult for pupils to be able to hear and concentrate with younger siblings and other family members around and other household noises. This can also cause issues for the Tutor/HLTA.</li> <li>Availability of a suitable table/workspace is just as important as it would be in face to face tuition.</li> <li>Lack of availability of other resources for CYP to use can cause issues – paper, pencils, rulers, protractors etc</li> </ul>	<ul style="list-style-type: none"> <li>CYP could be more prepared for session and have suitable resources and working environment ready</li> </ul>

Please see the [published response to the DfE proposals for Online Education Accreditation Scheme – June 2020](#). The relevant section is on pages 55 onwards, which may provide useful guidance for schools to take into consideration, when looking at which learning platform to use.

### 3.4 Additional safeguarding advice and recommendations



# Online Safety Guidance for the Full Opening of Schools

It is planned that all pupils, in all year groups, will return to school full-time from the beginning of the autumn term 2020. This guidance is intended to support schools to consider and prepare for potential online safety action required.

## Filtering and monitoring systems

Whilst unlikely, it is possible that changes to filtering and monitoring system may have taken place since schools were last fully open. It's advised that schools check systems and approaches before all children return to ensure they still comply with pre Covid-19 approaches and that appropriate filtering and monitoring policies and systems are operational in line with 'Keeping Children Safe in Education' (KCSIE) 2020 requirements.

Where technical checks are required, it's likely that technical staff will require time and space; this should be carried out in line with any social distancing requirements at the time and remote updates should be carried out where possible.

- SWGfL provide a [tool](#) for schools to use to check if their filtering is compliant.
- UK Safer Internet Centre provide guidance on '[Appropriate Filtering and Monitoring](#)'

## User issues

It's possible that some staff and learners will need technical support when returning to site e.g. passwords for systems may have expired or been forgotten. Activities are likely to be required to be undertaken by technical staff; this should be carried out in line with any social distancing requirements at the time. IT staff may require additional time and space to carry out these tasks and this should be timetabled in where possible.

Schools may need to revisit their existing security requirements with staff and learners e.g. not sharing passwords, locking screens, reporting scam emails, not installing applications without permission.

## Online safeguarding policies and procedures

### Staff

Staff should be reminded of existing procedures and expectations, as this may have been different during remote learning situations or may have been revised by the school. This should include:

- Acceptable Use of Technology Policy (AUP) as part of the school's behaviour policy/code of conduct

- Use of social media
- Image use
- Anti-bullying policy
- Mobile technology policy e.g. if personal devices are or are not permitted, and what behaviour expectations are in place
- Internal and external online safety reporting mechanisms e.g. reporting to the DSL etc.

Staff should also be reminded of:

- the school's IT classroom management expectations e.g. age/ability appropriate supervision, pre-checking search terms, using age/ability appropriate tools.
- the procedures to follow when responding to peer on peer abuse concerns.

### **Children**

At a level appropriate to their age and ability, learners should be reminded of existing procedures and expectations, as this may have been different during remote learning situations or may have been revised by the school. This should include:

- Acceptable Use of Technology Policy (AUP) as part of the school's behaviour policy/code of conduct
- Anti-bullying policy
- Mobile technology policy e.g. if personal devices are or are not permitted, and what behaviour expectations are in place
- Internal and external online safety reporting mechanisms e.g. speaking to a member of staff, who the DSL is etc.

Acceptable Use of Technology Policy (AUP) and Mobile Technology and Social Media policy templates can be found on [Kelsi](#). Further advice can be sought from the [Education Safeguarding Service](#).

### **Social media considerations**

During Covid-19 restrictions, many schools will have increased their use of social media as a communication tool. Schools should ensure decisions and behaviour expectations regarding use of social media are clearly documented.

Schools are required to address communication and use of social media in their policies e.g. the staff code of conduct. Schools should review their policies and ensure official and personal use of social media is addressed; for example, staff should not use personal social media accounts to communicate with learners and/or parents.

- Further advice can be sought from [The Education Safeguarding Service](#).

- A template social media policy and AUPs is available for schools to adapt on [Kelsi](#).

Content shared on social media requires planning as it can lead to several safeguarding risks, such as blurring of professional boundaries and risk of vulnerable children/parent being identified. Schools should undertake a risk assessment approach when implementing official use of social media to ensure all reasonable safeguarding precautions are taken.

- Advice regarding official social media use can be sought from the [Education Safeguarding Service](#).

### **Increase/decrease in online safety concerns being reported**

Some learners may have encountered online risks whilst off site but felt unable to or were unaware of how to report concerns; this could mean an increase in reports as children return to school. Additionally, it is possible children will not be taught by staff they have relationships with, so feel less able to report concerns.

- Review existing age/ability appropriate internal reporting mechanisms for learners and consider if they can be implemented safely e.g. talking to a member of staff, reporting to DSL, use of a dedicated reporting email, 'worry boxes', peer support.
- Remind children online site of age/ability appropriate external online safety reporting mechanisms e.g. Childline, CEOP, IWF, Report Harmful Content etc.
- Share online safety advice and reminders of reporting mechanisms with children and parents/carers.

Safeguarding consultations for Kent Schools can be sought from the [Education Safeguarding Service](#) and additional resources can be found via the TEP blog: [Online Safety links and resources to share with staff and parents/carers](#).

### **Safer remote learning**

Where children are being asked to learn online at home, such as a need to self-isolate, a local lockdown, or when complying with clinical and/or public health advice, schools need to ensure they can access remote learning safely. Schools will need to consider how best to manage remote learning and should implement the approaches which best suit the needs of their children and staff. This should include the age and ability of learners and IT provision and access.

The following safeguarding advice will help school manage safeguarding risks when providing remote learning, including when sharing live video/audio or pre-recorded content.

## General recommendations for safer remote learning

- Any platforms or systems used should be approved by SLT prior to any use with children.
  - It is recommended schools use existing video conferencing tools/platforms where possible, as they should have already been evaluated and have any necessary parental consents.
  - New platforms or systems should be risk assessed and approved by SLT prior to any use.
    - Education specific or commercial products which offer more control should be used rather than free or home use versions.
    - Risk assessments should take place from a technical, curriculum, data protection and safeguarding point of view.
- Platforms should be set up securely by the school to prevent unauthorised access.
- Resources used should be used in line with existing teaching and learning policies, taking licensing and copyright into account.
- Any personal data used by staff or captured or used when delivering remote learning must be processed and stored with appropriate consent and in accordance with data protection requirements e.g. GDPR and school policy.
- Staff, parents and children should be made aware they need to follow school policies and procedures e.g. child protection, acceptable use of technology (AUP) and behaviour.
  - Policies and procedures may need to be updated to reflect new technology use and behaviour expectations.
  - Deliberate misuse should be responded to in line with existing school policies.
  - Welfare concerns about any children should be brought to the attention of the Designated Safeguarding Lead (DSL) without delay.
  - Any concerns about members of staff should be reported to the headteacher.
- Staff should:
  - use school provided devices e.g. laptops, tablets and phones where possible.

- If this is not possible, SLT should ensure clear expectations are in place, for example restricting access, locking devices, blocking/withholding personal phone numbers, logging times/dates of contact and not taking or recording images for their own personal use.
  - use school approved communication channels or platforms only.
    - Staff should not use personal accounts or social media channels to provide remote learning or support.
  - receive training prior to using platforms/systems which explores how to use key functions as well as behaviour expectations.
- Children should:
  - use official school managed accounts to access remote learning.
  - be reminded of remote learning behaviour expectations.
- Parents/carers should be:
  - made aware of what their children are being asked to do online, including the sites they will be asked to access.
  - aware of who (if anyone) from the school, their children are going to be interacting with online.
  - encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented.

#### **General recommendations for live streamed sessions**

- Platforms should be set up securely to prevent unauthorised access e.g. password protect live streams and use 'waiting rooms' or 'lobbies' to restrict access.
- Live sessions should be planned and scheduled during school hours.
- Staff should record the length, time, date and attendance of any live sessions held.
- A member of SLT, the Designated Safeguarding Lead or another senior member of staff should have the ability to 'drop into' live lessons where possible.
- Parents should be aware that live sessions are taking place and ensure that their child is appropriately supervised.

- If schools opt to 'record' live streamed sessions, all participants should be made aware that the session is being formally recorded. Schools should ensure recording and keep, stored and accessed in line with existing data protection requirements.
- Schools should be aware that other household members may be present during live sessions, for example staff's family members or children's sibling/parents.
  - Clear expectations should be shared with the whole community to ensure anyone who can be seen and/or heard during live sessions is suitably clothed, uses appropriate language and does not share sensitive/personal information.
- School should assess if it necessary for children to use live video, microphones or text-based chat when remote learning.
  - These functions may need to be disabled according to school decision and context e.g. age/ability of children. If they are enabled, school should evidence any action taken to minimise or remove risks.

*Note: DfE [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#) May 2020 states that there is no expectation that teachers should live stream or provide pre-recorded videos.*

### **Recommendations for one-way communication e.g. only teacher live streams video and/or shares screen with audio**

- Where possible two members of staff should be present in live streamed sessions.
  - One member of staff should be responsible for delivering content and the other provide support and safeguarding assistance if required, for example monitoring children's interaction.
  - If this is not possible, schools should evidence the decision making and outline action taken to reduce risks.
- Clear boundaries as part of an updated or specific AUP should be in place:
  - Staff behaviour and language use during live sessions should be in line with the staff behaviour policy/code of conduct.

- Staff should dress professionally and use a neutral background for their video stream. If possible, enable background blur tools when live videos are being shared.
- Consider reducing live camera time e.g. staff talking over PowerPoint slides or sharing work demonstrations rather than video streaming.
- Disable children's video/audio if possible, or ensure staff have control over cameras/microphones functionality.
- Children should be encouraged to access the live stream from a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult.

### **Recommendations for two-way communication e.g. teacher can see/hear children and children can see/hear each other**

- Two members of staff should be present in sessions.
  - One member of staff can deliver curriculum content whilst the other provides behaviour/technical support and safeguarding assistance if required e.g. monitoring children's videos and any chat if not disabled.
- Children should be provided with clear boundaries and expectations. They should:
  - dress appropriately e.g. clothes they might wear for a non-uniform day, not pyjamas.
  - behave as they would in the classroom.
  - live stream from a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult.
  - ensure there is a neutral background to their videos or use background blur options.
    - Note: If schools allow children to upload their own background rather than use default images, clear expectations about what is appropriate should be in place.
  - Schools should control children's video/audio features.
    - Schools should prevent children from turning their camera/microphone on themselves where possible, depending on their age and needs.
    - Where possible, schools should restrict children's access to chat and/or video functions after a live session has ended.

### **Recommendations for 1:1 sessions between member of staff and child**

Schools should avoid 1:1 sessions between children and staff where possible, however, [Safeguarding and remote education during coronavirus \(COVID-19\)](#) states 'Schools might want to consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities.'

If a school decide it is appropriate and necessary to facilitate 1:1 sessions, to reduce risks:

- If a session does not require confidentiality e.g. for tuition, two adults should be present if possible.
  - For example, a member of staff could be on site with another member of staff present in the room. The 2<sup>nd</sup> member of staff does not have to be involved in the session, but children should be made aware they are present. Alternatively, a parent/carer could remain in the room with the child whilst the session takes place.
- This will not be possible in all circumstances, or if particularly sensitive conversations (for example to provide pastoral care, counselling etc.) are taking place. If this is the case, the session should:
  - be risk assessed and approved by SLT.
  - be auditable e.g. the member of staff logs time, date and attendance.
  - Only take place using school provided equipment, platforms and accounts.

### **Recommendations for using pre-recorded content created and shared by the school**

In addition to the general recommendation, risks can be reduced if schools:

- require staff to plan, rehearse and review videos to ensure content in line with school expectations
- consider auditing pre-recorded content before it is shared with children.
  - Schools may opt to check all pre-recorded content or audit a selection of material.
  - Content could be reviewed by SLT or another appropriate member of staff e.g. subject lead.

*Note: DfE [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#) May 2020 states that there is no expectation that teachers should live stream or provide pre-recorded videos.*



## Recommendations if using live streamed or pre-recorded content from other providers

Where schools are directing children to content from another provider, they need to ensure it is suitable and appropriate. Risks can be reduced if schools:

- only use content from providers who have a specific and up-to-date child protection policy in line with DfE guidance.
  - The DSL should be satisfied that the providers child protection policy and procedures are in line with the current 'Keeping Children Safe in Education' guidance.
- have a member of staff join any 'live' sessions so they can monitor the content and the interactions/behaviour of the children as they would within a school environment.
- ensure the platform being used is safe and appropriate e.g. live chat is managed and/or moderated.
- make appropriate checks to ensure any staff delivering the content are suitable (e.g. DBS checked)
- monitor a selection of sessions and/or content to check they are being conducted appropriately.

## Additional Advice

Kent schools and settings can seek advice through the [Education Safeguarding Service](#).

Guidance and resources to support schools can be found at:

- [Remote Learning Guidance](#)
- [AUP for remote learning and communication](#)
- [Online Safety links and resources to share with staff and parents/carers](#)

National and recommended guidance:

- [DfE – Safeguarding and remote education during coronavirus](#)
- [NSPCC](#)
- [National Cyber Security Centre](#)

- [SWGfL](#)
- [LGfL](#)

## Section 4 - Recovery curriculum: Self-Evaluation Toolkit

The recovery curriculum aims to deliver on the expectations that:

- Education is not optional, all pupils will receive a high quality education that promotes their development
- The curriculum remains broad and ambitious

The following toolkit is designed to support school leaders and governors to evaluate curriculum provision and identify key focus areas to support strategic planning as pupils return to school.

A range of sources have been referred to, including:

- DfE guidance
- National Association for Special Educational Needs (nasen)
- National Governance Association (NGA)
- Education Endowment Fund (EEF) Resources
- The Recovery Curriculum (Dr Barry Carpenter)
- [https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19\\_Resources/Covid-19\\_support\\_guide\\_for\\_schools.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf)
- <https://www.gov.uk/guidance/education-plans-from-september-2020>

Vision, values	Red	Amber	Green	Actions/Notes
The school's aims and values continue to inform and underpin the curriculum approach and provision for blended learning as pupils return to school.				
Leaders and teachers understand the need to evaluate the curriculum and make adjustments in light of the				

impact of the pandemic, whilst retaining the school's overall vision.				
Leaders and teachers understand that there will be a strong focus on mental health and wellbeing across the school and the reasons for this.				
<b>Mental Health and Wellbeing</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Actions/Notes</b>
<b>Intent</b>				
Leaders have planned to prioritise and actively address all pupils' mental health and wellbeing through planned social and emotional learning.				
Programmes take account of and are suitable for needs and context.				
Leaders have considered the practical implications for supporting all stakeholders (pupils, staff, families) as the blended curriculum/return to school develops further.				
Leaders have identified pupils who may need additional support with mental health, wellbeing and resocialisation so that they are ready to learn.				
<b>Implementation</b>				
Teachers have enough knowledge and understanding of supporting wellbeing and mental health to support pupils effectively.				
Teachers can effectively evaluate pupils' mental health and wellbeing and use these assessments to adjust the curriculum.				
Teachers have access to a variety of high-quality evidence-based resources to support their teaching of social and emotional learning.				

Teachers have accessed appropriate CPD to enable them to evaluate wellbeing and make curriculum adjustments.				
Leaders and teachers are using their knowledge of SEND and vulnerable pupils in order to plan well-being support effectively.				
<b>Impact</b>				
Systems are in place to routinely evaluate the effectiveness of this support.				
Monitoring evidence shows an initial impact on mental health and well-being across the school (this impact may be long-term).				
<b>Links</b>				
<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">The Education People - Wellbeing for staff, pupils and families: webinars by Kelly Hannigan and Dr Tina Rae</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a> <a href="#">DfE - Teaching about mental wellbeing</a>				
<b>Vulnerable Pupils and Pupils with SEND</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Actions/Notes</b>
<b>Intent</b>				
Leaders have clearly identified vulnerable pupils post lockdown and identified their vulnerability. This is likely to be a wider group of pupils than those in receipt of Pupil Premium.				
The SENCo and teachers have considered the impact of lockdown on pupils with particular identified need and anticipated how the curriculum could be adjusted in light of a regression in academic skills as well as social skills.				
Parents/carers of SEND/vulnerable pupils have been actively encouraged to be involved in conversations about curriculum provision.				

Implementation				
Teachers have established new routines as soon as possible so that pupils gain confidence and are more able to engage with the curriculum.				
Teachers make time to talk to and listen to pupils and this is informing provision.				
Teachers liaise closely with the SENCo to make ongoing adjustments to the curriculum and any additional provision to meet the needs of SEND and vulnerable pupils.				
Impact				
Teachers observe pupils' re-engagement with school and the curriculum, make changes to the provision and as a result, pupils make progress and catch up.				
Risk assessments, action plans and case studies show that leaders have done/are doing all they can to overcome a lack of engagement with home learning.				
<b>Links:</b> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">DfE - Supporting the attainment of disadvantaged pupils</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a> <a href="#">Nurture UK - Transition Tool Box (cost £60)</a> <a href="#">Kent Health Needs Education Service</a> <a href="#">Evidence for Learning - Recovery Curriculum</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/within-class-attainment-grouping/</a>				
Wider Curriculum and Assessment	Red	Amber	Green	Actions/Notes
Intent				
Leaders have adapted provision over time to meet pupil needs and personalise the curriculum.				

Leaders have researched and carefully considered the options for catch-up education for all pupils, including SEND and disadvantaged pupils.				
Stakeholder views have been sought and informed curriculum adjustments.				
Leaders and teachers have a clear rationale for the school's approach to a blended curriculum and this has been shared with pupils and parents.				
Leaders have reevaluated how to use virtual and online learning in the future.				
Leaders have used an evidence-based approach to the identification of programmes to support pupils to catch up.				
Staff understand how the school's context (pre and post COVID) has influenced curriculum sequencing and progression.				
The curriculum continues to build knowledge and skills cumulatively and is sequenced to take account of the school's context and what pupils know and remember following lock-down.				
The curriculum plan for all year groups will be mindful of supporting pupils to transition successfully into their new year groups.				
End points of learning for wider curriculum subjects have been identified. These end points reflect the adjustments made because of the need to revisit and reteach elements due to lost learning.				
Leaders have carefully considered the teaching of disciplinary and substantive knowledge and have maintained a broad and balanced curriculum.				

Leaders and teachers have prioritised reading whilst maintaining a broad and balanced curriculum.				
Leaders have considered whether the school is ready to implement the new SRE curriculum. If not, there is a plan in place which prioritises content around mental health and wellbeing, enabling full implementation by Term 5 2021.				
Leaders have prioritised readiness for the next stage of learning for all pupils.				
<b>Implementation</b>				
Teachers understand what effective blended learning looks like and, where necessary, are able to make decisions about which areas of the curriculum are taught face to face and which are taught virtually.				
In the same way that pupils receive feedback on their learning at school, pupils receive feedback on their home learning and teachers formatively assess in order to adjust teaching for individual pupils.				
Teachers have been supported to assess pupils' knowledge and skills effectively and are therefore able to adjust teaching to address gaps in learning and embed knowledge.				
Teachers review lesson design and pedagogy on an ongoing basis to allow pupils to become familiar with focused learning following a period of home-learning.				
<b>Impact</b>				
The curriculum is supporting <b>all</b> pupils, including those with SEND or who are vulnerable to catch up/make progress towards identified endpoints.				



Catch up sessions and/or individual tuition are positively impacting on pupil progress.				
Subject leaders have identified how to assess learning in their subject and they have a good grasp on standards in their area of responsibility.				
Teachers have a good understanding of how well pupils are progressing through the curriculum and how well individual pupils are catching up.				
<b>Links:</b> <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/</a>  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF_Implementation_Guidance_Report_2019.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF Implementation Guidance Report 2019.pdf</a> <a href="#">DfE - Communication to schools regarding SRE</a> <a href="#">TES - "How to get blended learning right" by Zoe Enser</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/</a> <a href="https://unitedlearning.org.uk/portals/0/unitedthinking/Examples%20of%20protective%20measures.pdf?ver=2020-07-03-192023-697">https://unitedlearning.org.uk/portals/0/unitedthinking/Examples%20of%20protective%20measures.pdf?ver=2020-07-03-192023-697</a> <a href="https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf">https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf</a>				

<b>Leaders' wider review of the blended curriculum post COVID</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Actions/Notes</b>
Leaders regularly review and evaluate the quality of the home learning and blended offer (including online teaching) and the impact that this is making on pupils' learning.				
Leaders are assured that SEND and vulnerable pupils are at the forefront of teachers' planning and provision				

Leaders carefully track the proportion of pupils who are engaging with the curriculum offer in each year group and use best endeavours to ensure engagement.				
<b>Links:</b> <a href="#">Ofsted - School Inspection Handbook</a> <a href="#">Ofsted - Inspecting the Curriculum Ofsted – May 2019</a> <a href="https://www.gov.uk/guidance/education-plans-from-september-2020">https://www.gov.uk/guidance/education-plans-from-september-2020</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf</a>				
<b>Governance</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Actions/Notes</b>
Governors have shown appropriate curiosity around the development of a blended curriculum and its impact on pupils and families.				
Governors understand the “returning” curriculum, the rationale behind it, how it connects to the school’s context and the focus on particular areas.				
Governors recognise that the curriculum will need to change across year groups and transition stages if pupils are not yet ready to move to the next stage of the curriculum.				
Governors recognise that some parts of the school curriculum are better taught face to face and some work equally well remotely (and this may depend on the age and stage of the pupils).				
Governors have reviewed the school’s Pupil Premium Strategy and considered adjusting the school’s strategy for spending the Pupil Premium Grant. Has the board considered the need for a Pupil Premium/monitoring link Governor?				
Governors have considered the resource and safeguarding implications of blended learning.				
Governors have questioned how the school is <b>developing staff</b> to close the disadvantage gap and support returning pupils with SEND effectively.				
Governors understand what is being done to increase pupil attendance and parental and pupil engagement.				

Governors pay attention to headteacher and staff wellbeing and are clear about how this is being supported.				
Identified SEND Governor continues to meet regularly with SENCo (virtually, if necessary)				
Governors have a good understanding of the options for catch-up education for SEND and disadvantaged pupils.				
Governors have considered how to refine the appraisal process in the light of an alternative learning environment.				
Identified Safeguarding Governor continues to meet regularly with DSL (virtually if necessary)				
<b>Links</b> <a href="#">NGA – The role of governing boards in reducing the impact of COVID-19 school closures on disadvantaged pupils</a> <a href="#">NGA - Governing in COVID-19 times – guidance for governing boards and clerks</a> <a href="#">NGA - The role of governing boards in reducing the impact of COVID-19 school closures on disadvantaged pupils</a> <a href="#">DfE - Supporting the attainment of disadvantaged pupils</a> <a href="#">EEF - Pupil Premium Guide</a>				
<b>Parental Engagement</b>	<b>Red</b>	<b>Amber</b>	<b>Green</b>	<b>Actions/Notes</b>
Leaders regularly track engagement in home learning to identify families in need of support.				
Leaders identify named staff to liaise with target families. They ensure contact is regular, offering support and guidance on a weekly basis, eg weekly texts and weekly learning videos.				
Leaders ensure that pupils are sent personalised messages linked to learning				
Teachers advise on improving home learning environments working with individual parents to set up a learning plan or routine.				
School provides videos or parent meetings to model learning strategies and help parents understand the learning.				
Leaders ensure that the school targets families who would benefit from weekly learning reviews talking through learning for the week and any support parents may benefit from eg key learning questions.				

**Links**

[EEF - Working with parents to support children's learning](#)

## Part 2 – Behaviour and attendance

Behaviour and attendance	RAG	Notes and Actions
Have we re established our expectations about pupils' behaviour ?		
Have we plans in place to ensure caring and responsible relationships are established as quickly as possible across the school?		
Have we made adjustments to our approaches to managing behaviour and encouraging good behaviour (linked to socialising and working together safely)?		
Are there particular pupils' behaviour we are concerned about? What do we need to put into place to support them? How will we monitor and review the effectiveness of these bespoke arrangements?		
Do we need to change the way we record behaviour incidents? How will we analyse and act on these?		
Do we have the right systems and policies in place to promote good attendance and support pupils and families that are anxious about the return to school? Do we have the right systems in place to record and report attendance accurately?		

If pupils do not attend, are we able to systematically follow this up? How are we using additional funding to support this?		
Do we have plans in place to support the attendance of particular pupils, especially vulnerable pupils? Are we working effectively with other agencies/professionals?		
Do we need to add capacity to the leadership of behaviour and attendance across the school?		
How will we communicate our approach and arrangements to parents, carers and pupils, including about school uniform? How will we keep them updated effectively?		

Attendance recording: coding and recording of attendance is as per normal DFE guidance, no changes or additions.

The decision to Authorise absence: this remains at the Head Teachers discretion.

The national standard list for exclusion has been amended:

<b>Exclusion reason</b>	<b>Possible examples</b>
Physical assault against a pupil	fighting, obstruction and jostling, violent behaviour, wounding
Physical assault against an adult	obstruction and jostling, violent behaviour, wounding
Verbal abuse/threatening behaviour against a pupil	aggressive behaviour, swearing, threatened violence, verbal intimidation
Verbal abuse/threatening behaviour against an adult	aggressive behaviour, swearing, threatened violence, verbal intimidation
Use or threat of use of an offensive weapon or prohibited item	carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns, carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, use of an offensive weapon

Exclusion reason	Possible examples
Bullying	verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
Racist abuse	derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, swearing that can be attributed to racist characteristics
Abuse against sexual orientation and gender identity (for example, LGBT+)	derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender), homophobic, biphobic and transphobic bullying, LGBT+ graffiti, LGBT+ taunting and harassment, swearing that can be attributed to LGBT+ characteristics
Abuse relating to disability	derogatory statements or swearing about a disability, bullying related to disability, disability related graffiti, disability related taunting and harassment
Sexual misconduct	lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment
Drug and alcohol related	alcohol abuse, drug dealing, inappropriate use of prescribed drugs, possession of illegal drugs, smoking, substance abuse
Damage to property	damage includes damage to school or personal property belonging to any member of the school community, arson, graffiti, vandalism
Theft	selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property (from an adult or pupil), stealing school property
Persistent or general disruptive behaviour	challenging behaviour, disobedience, persistent violation of school rules, raising of fire alarms falsely
Inappropriate use of social media or online technology	sharing of inappropriate images (of adult or pupil), cyber bullying or threatening behaviour online, organising or facilitating criminal behaviour using social media
General guidance on behaviour in schools and exclusion process remains the same.	

The Link to the Inclusion and Attendance pages on Kelsi is:  
<https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias>

Contact details of Inclusion and Attendance staff in your areas are:

- [North Kent \(PDF, 255.6 KB\)](#)
- [East Kent \(PDF, 190.4 KB\)](#)

- [South Kent \(PDF, 230.7 KB\)](#)
- [West Kent \(PDF, 181.5 KB\)](#)

## **Part 4 – Examinations**

<https://www.gov.uk/government/consultations/proposed-changes-to-the-assessment-of-gcses-as-and-a-levels-in-2021>

The consultation is open until Thursday 16 July, with final decisions announced in August.

### **Alert parents to the possibility of Autumn and June examsn 2021**

## Part 5 – Updated safeguarding toolkit



### Introduction:

This document has been written to assist Governing Bodies and Headteachers in reviewing safeguarding arrangements for a full school return in September 2020. It aims to help the school clarify the arrangements in place will appropriately safeguard children, staff and volunteers and is adhering to the statutory guidance, Keeping Children Safe in Education 2020


[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/892394/Keeping\\_children\\_safe\\_in\\_education\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf)


Name of School	
Name of Headteacher/Principal	
Name of Designated Safeguarding Lead	
Name of Deputy Designated Safeguarding Leads	
Name of Area Safeguarding Advisor	
Date completed (DD MM YY)	



Requirement	Yes/No	Resources
<p><b>General policies and procedures</b></p> <ul style="list-style-type: none"> <li>○ There is an up to date child protection policy which relates specifically to the school and reflects changes in KCSIE 2020</li> <li>○ All staff members and volunteers are appraised of the changes in school child protection policy and KCSIE 2020</li> <li>○ All staff and volunteers are provided with <i>at least</i> Part One of KCSIE 2020 which they are expected to read and understand.</li> <li>○ All staff and volunteers have received refresher safeguarding training. This should include a reminder of the school safeguarding policies and procedures including any changes, the availability of DSLs throughout the school day and any key updates to local or national guidance, including knowing how to make a request for support.</li> <li>○ All staff and volunteers working with children should be suitable to do so. This includes the recruiting of staff and maintaining a Single Central Record.</li> <li>○ All staff and volunteers are reminded of the process to follow in the event they are concerned a member of staff or volunteer would pose a risk of harm towards children, including where they have behaved or may have behaved in a way that indicates they may not be suitable to work with children.</li> <li>○ All staff and volunteers are reminded of and understand the school code of conduct. DSLs and other leaders should be mindful that some staff may have been out of the school environment for a significant period of time so may need to be reminded of expected behaviour such as the use of language. Staff should also be reminded of/made aware of school expectations in relation to related to health and safety e.g. social distancing and intimate care.</li> <li>○ Schools are clear on their responsibilities under GDPR, including when to share information.</li> </ul>		<p><i>Key changes -</i></p>  <p>KCSIE Summary 2020.docx</p> <p><i>Exemplar policies and Child Protection newsletters available on <a href="#">KELSI</a></i></p> <p><i>Training -</i>  <a href="https://cpdonline.theeducationpeople.org/cpd/default.asp?sid">https://cpdonline.theeducationpeople.org/cpd/default.asp?sid</a>  </p> <p><i>Data protection –</i>  DfE <a href="#">toolkit for schools</a></p>

Requirement	Yes/No	Resources
<b><i>Designated Safeguarding Lead (and deputies) responsibilities</i></b>		
<ul style="list-style-type: none"> <li>○ A trained Designated Safeguarding Lead is available at times, generally in person, and is responsible for the functions outlined in Annex B of KCSIE 2020. If, in exceptional circumstances, the DSL is not available in person their availability via phone and or Skype or other such media is clearly communicated to all staff and volunteers.</li> <li>○ The DSLs are provided with <b>more time</b>, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns</li> <li>○ The DSLs have received appropriate DSL training within the past two years (see also <a href="#">guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak</a>)</li> <li>○ The DSLs have ensured their own knowledge has been updated with any changes to local <a href="#">Kent Safeguarding Children Multi-agency Partnership's</a> (KSCMP) processes and procedures.</li> <li>○ The DSLs familiarise themselves with <a href="#">NPCC - When to call the police</a> guidance to help them understand when they should consider calling the police and what to expect when they do.</li> <li>○ The DSLs have an up to date overview of all Child Protection, Child in Need and Child in Care pupils when they are both in school and at home (if remote learning is applicable), including current multiagency work being undertaken with the families.</li> <li>○ The DSLs have an overview of all children known to Early Help when they are both in school and at home (if remote learning is applicable), including the current services and work being undertaken with them.</li> <li>○ The DSLs 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 leadership staff.</li> </ul>		<p><i>Schools should review their existing processes.</i></p> <p><i>See also sections on general policies and procedures and meeting the needs of individual children</i></p> <p><i>Training -</i>  <a href="https://cpdonline.theeducationpeople.org/cpd/default.asp?sid=">https://cpdonline.theeducationpeople.org/cpd/default.asp?sid=</a></p>

<ul style="list-style-type: none"> <li>○ The DSLs have up to date contact details for all pupils, both those subject to plans and others, including any multiagency contacts.</li> </ul>		
Requirement	Yes/No	Resources
<b>Online Safety policies and procedures in place in line with KCSIE 2020, including annex C</b>		
<ul style="list-style-type: none"> <li>○ Ensure on site school provided devices and resources (e.g. tablets, laptops, printers, interactive whiteboards, IT Suites etc.) are used safely and securely, and in line with health and safety and social distancing requirements.</li> <li>○ Ensure appropriate filtering and monitoring policies and systems are operational on-site in line with ‘Keeping Children Safe in Education’ requirements.</li> <li>○ Staff and Learners should be reminded of existing procedures and online behaviour expectations.</li> <li>○ All staff should be reminded of existing procedures and online behaviour expectations.</li> <li>○ Where children are being asked to learn online at home, such as a need to self-isolate, a local lockdown, or they are complying with clinical and/or public health advice, schools should ensure they will access remote learning safely.</li> </ul>		<p><a href="#">Link to Primary and secondary documents</a></p>  <p>Online Safety guidance_ Septemb</p> <p><a href="#">DfE Safeguarding and remote education guidance.</a></p> <p><a href="#">TEP: Safer Remote Learning Guidance</a></p> <p><a href="#">TEP: Template Remote Learning AUP</a></p>

Requirement	Yes/No	Resources
<b>Meeting the needs of individual children</b>		
<ul style="list-style-type: none"> <li>○ Information related to any changes since the child was last in school is gathered, including those related to Covid-19. Staff are updated as appropriate on issues affecting individual pupils and any patterns of concern for all pupils.</li> <li>○ Children with medical issues are identified by the school and a copy of up to date care/medical plan is in place which is agreed and signed by parents, including the safe use of medication on site.</li> <li>○ Mechanisms are in place to discuss with the relevant health colleagues, if appropriate, for those pupils who are no longer required to shield but who generally remain under the care of a specialist health professional.</li> <li>○ The school have a clear understanding and oversight of the mechanisms in place to identify and support any children who are living with Domestic Abuse and are familiar with the process to follow if an Operation Encompass referral is received, including contacting any current professionals involved at the earliest opportunity.</li> <li>○ It is made clear to all staff and volunteers that both mental and physical health are relevant to safeguarding and the welfare of children.</li> </ul>		<p><i>Schools should use existing processes and adapt where appropriate.</i></p>  <p>Meeting the needs of pupils _September 20</p> <p><a href="https://kentresiliencehub.org.uk/wp-content/uploads/2020/01/Kent-Emotional-Health-and-Wellbeing-System-on-a-page-professionals.pdf">https://kentresiliencehub.org.uk/wp-content/uploads/2020/01/Kent-Emotional-Health-and-Wellbeing-System-on-a-page-professionals.pdf</a></p>

<ul style="list-style-type: none"> <li>○ The school have resources and training in place to respond to both the immediate and longer term emotional and wellbeing needs of children, young people and staff which includes accessing and keeping abreast of any changes to local or national resources and guidance.</li> <li>○ All children are able to identify a trusted adult within the school with whom they can communicate any concerns.</li> <li>○ All pupils are reminded of school policies in an age appropriate manner eg expectations of behaviour and attendance, with any changes to processes fully explained.</li> </ul>		<p><i>Link to Emotional wellbeing Section</i></p>
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Requirement	Yes/No	Resources
<b>General safety</b>		
<ul style="list-style-type: none"> <li>○ Schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider the additional risks and control measures to enable a return to full capacity in the autumn term.</li> <li>○ Mechanisms are in place to <b>engage with the NHS Test and Trace process and clearly communicated to all staff, volunteers and parents/carers.</b></li> <li>○ <b>Mechanisms are in place to manage confirmed cases of coronavirus (COVID-19) amongst the school community.</b></li> <li>○ ID checks are in place for visitors.</li> <li>○ Safeguarding and health and safety processes are explained to visitors to the school, paying particular attention to any changes in process since March 2020 eg signing in at the front desk.</li> <li>○ All staff and children are reminded of their role and responsibilities should emergency procedures need to be initiated, including fire and lockdown.</li> </ul>		<p><i>Schools should use their existing processes</i></p> <p><a href="https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A">https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#A</a></p> <p><a href="https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/">https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</a></p>

**Date last updated:**

**By whom:**

**DSL (signature) .....**      **Date:**

**CoG (signature) .....**      **Date:**

## Being prepared to meet the differing needs of children

When considering how best to manage your school environment, the best interests of children must always continue to come first. Many children will not have been in a school environment for several weeks when they return. The environment when they last attended will also look and feel very different to what they are used to. Children may also have conflicting feelings around their return, including being anxious at leaving their parents/carers whilst welcoming the opportunity to see their friends and teachers.

### Identifying children who need additional support

Although schools have had continuing communication with parents/carers and pupils over the past weeks, for some pupils this may have been minimal and focussed on school work rather than pupil wellbeing or their lived experience of lockdown.

- All parents/carers should be asked for an overview of their child's experiences since lockdown. They should be encouraged to share information such as their relationships with family and peers, any key events in the child's life such as bereavement, illness or the birth of a sibling and specific anxieties they may have about returning to school.
- Appropriate to their age and level of understanding, children and young people should be asked to share any particular issues they wish the school to be made aware of. For younger children, this could be in the form of a pictorial 'story' of their time away from school.
- Designated Safeguarding Leads and Pastoral teams will need to have mechanisms in place to have an oversight of the issues for both individual children and wider themes and respond accordingly, using existing procedures.
- Staff should be especially alert to the fact that children may not have been able to share abusive and/or neglectful experiences during lockdown. Together with reminding all staff of how to respond appropriately (using TED and open questions), all pupils should be able to identify a trusted adult with whom they can talk.
- Staff should be familiar with available resources to respond to any emotional wellbeing issues, both immediate and longer term. Updated resources can be found in the Emotional Wellbeing section of the full opening guidance and can also be found on the <https://kentresiliencehub.org.uk/>

- Schools should have a 'safe space' for pupils to explore any feelings they may have. Although it may not be possible for this to be a physical space, pastoral teams should explore the use of online platforms to aid this, adhering to online safety guidance.
- If children are using wraparound care, mechanisms should be in place to liaise with staff in those settings to discuss their specific needs.

## **Vulnerable pupils**

Designated Safeguarding Leads and pastoral staff should:

- Liaise with multiagency colleagues to identify how best to meet the needs of pupils who are particularly vulnerable, including those identified as vulnerable since March 2020.
- Consider how best to integrate the children who have attended school for some or most of the lockdown period with the return of all pupils, whilst maintaining the confidentiality of the vulnerable pupils.
- Ensure all contact details of multiagency colleagues are up to date and accurate.
- Ensure DSL trained staff are available to attend and contribute to multiagency meetings.

## **Safeguarding Records**

Staff may need to be reminded of the school's existing record keeping mechanisms and, if using a paper-based method, the location and availability of blank records and how they should be shared with the DSL.

DSLs will need to review any concerns about vulnerable children during lockdown period and ensure that safeguarding records are updated to hold the most up to date information, including any multiagency and emergency contacts. A chronology of events should also be present in every file.

## **Transition, including file transfer**



Designated Safeguarding Leads need to have an overview of all children who are due to join the school, as well as ensuring they share any relevant information about children who are leaving their school.

Prior to transition, DSLs need to:

- Review any concerns about vulnerable children during the lockdown period and ensure that safeguarding records are updated
- Check all safeguarding files to ensure they contain all known information and that it is presented in the correct way and on the correct form
- Ensure safeguarding chronology is present in each file, listing key events and identifying where they can be found in the file
- Liaise with the relevant school or pre-school and make arrangements to discuss any children about whom there are welfare concerns
- Be clear who retains responsibility of the child during the transition phase, including liaison with multiagency colleagues and attendance at multiagency meetings.
- Ensure safeguarding files are transferred to/received by new school before the pupil starts at the school.

For further advice on any of the issues can be sought from [The Education Safeguarding Service](#)

## Part 6 – School trips and visits

<https://www.gov.uk/government/publications/coronavirus-covid-19-travel-advice-for-educational-settings/coronavirus-travel-guidance-for-educational-settings>

<https://www.gov.uk/government/publications/health-and-safety-on-educational-visits/health-and-safety-on-educational-visits>

We continue to advise against domestic (UK) overnight and overseas educational visits at this stage see [coronavirus: travel guidance for educational settings](#).

In the autumn term, schools can resume non-overnight domestic educational visits. These trips should include any trips for pupils with SEND connected with their preparation for adulthood (for example, workplace visits, travel training etc.). This should be done in line with protective measures, such as keeping children within their consistent group, and the COVID-secure measures in place at the destination. Schools can also make use of outdoor spaces in the local area to support delivery of the curriculum. As normal, schools should undertake full and thorough risk assessments in relation to all educational visits to ensure they can be done safely. As part of this risk assessment, schools will need to consider what control measures need to be used and ensure they are aware of wider advice on visiting indoor and outdoor venues. Schools should consult the [health and safety guidance on educational visits](#) when considering visits.

## Part 7 – extra curricular activities, sporting fixtures, breakfast clubs –

<https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak/protective-measures-for-out-of-school-settings-during-the-coronavirus-covid-19-outbreak>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-phased-return-of-sport-and-recreation>

<https://www.afpe.org.uk/physical-education/wp-content/uploads/COVID-19-Interpreting-the-Government-Guidance-in-a-PESSPA-Context-FINAL.pdf>

Schools should consider resuming any breakfast and after-school activities, where possible, from the start of the autumn term. We recognise that schools may need to respond flexibly and build this up over time. Such provision will help ensure pupils have opportunities to re-engage with their peers and with the school, ensure vulnerable pupils have a healthy breakfast and are ready to focus on their lessons and provide enrichment activities.

We recognise that this will be logistically challenging for schools. Schools should carefully consider how they can make such provision work alongside their wider protective measures, including keeping pupils within their year groups or bubbles where possible. If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.

Schools can consult the guidance produced for summer holiday childcare, available at [Protective measures for out-of-school settings during the coronavirus \(COVID-19\) outbreak](#) as much of this will be useful in planning extra-curricular provision. This includes schools advising parents and pupils to limit the number of different activities they access. Schools should encourage them to seek assurance that the providers are carefully considering their own protective measures, and only use those providers that can demonstrate this. As with physical activity during the school day, contact sports should not take place.





