**Talbot Specialist School Covid-19 Addendum** 

**Agreed February 2021**

**Talbot Safeguarding during the coronavirus (COVID-19) pandemic**

Whilst schools and colleges are currently under unprecedented circumstances. as a result of the coronavirus epidemic, it remains essential that Talbot Specialist School continues to be a safe place for children. The school has needed to adapt policy and practice during the national lockdown and has needed and will continue to do this in the event of a Local Lockdown, isolation of a bubble or National Lockdown.

All staff should continue to have regard to the statutory guidance ​ ‘Keeping Children Safe in Education- September 2020.’ and our Safeguarding Policy (along with associated policies with the following amendments.

**Guidance for special schools, specialist post-16 providers and alternative provision during the national lockdown**

Department for Educations Guidance January 2021 states that schools should be open to Vulnerable Children and Key Worker Children

**Vulnerable children**

Vulnerable children and young people include those who:

* are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
* have an education, health and care (EHC) plan;
* have been identified as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who could therefore benefit from continued full-time attendance, this might include:
  + children and young people on the edge of receiving support from children’s social care services or in the process of being referred to children’s services
  + adopted children or children on a special guardianship order
  + those at risk of becoming NEET (‘not in employment, education or training’)
  + those living in temporary accommodation
  + those who are young carers
  + those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
  + care leavers
  + others at the provider and local authority’s discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children’s social care support.

As all students who attend Talbot Specialist School have an EHCP then all students are eligible to attend school on a part time or full-time basis. Where a parent does not wish their child to attend then they will confirm this in writing by responding to the school questionnaire.

Talbot will continue to work with and support children’s social workers to help protect vulnerable children. This includes working with and supporting children’s social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: NAME

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Talbot school will explore the reasons for this directly with the parent.

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

Talbot School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

**Critical workers**

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the Department for Education Guidance. Published March 2020( Updated January 2021)

**Designated Safeguarding Lead (DSL) and deputies (DSD) Arrangements**

At least one of the DSL or DSD will be available on site wherever practically possible at all time. Where due to unforeseen circumstances a DSL or DSD is not on site there will always be a member of the Senior Leadership Team available on site who can co-ordinate contact with the DSL. Any member of staff, in school, who has a cause for concern will report this to the DSL or DDL in the usual way. If the concern is raised by a member of staff who is remote working, then call the main reception to speak to the DSL or DSL. All concerns will be logged by the DSL or DSD using our agreed electronic system.

It remains vital that anyone with a concern for a child or young persons’ welfare or safety acts immediately by reporting to the Designated Safeguarding Lead or the Deputy Designated Leads.

If staff have concerns or allegations about the actions of a staff member or other adult in a position of trust then follow our Safeguarding Policy and contact either in person or by phone the Head Teacher or the most senior member of SLT available on site.

If the allegation relates to the Head Teacher this should continue to be reported to the Chair of Governors whos’ contact details are available on the Safeguarding Policy or via the school website.

**Contact with Children and Families**

For those children not in school it is vital that class teams continue to communicate with families on a regular basis. This could be via telephone or other communication means available to the school. This will enable rapid identification of any concerns which should then be reported using the process outlined above. In addition to this the Student Wellbeing Team has identified a cohort of pupils and families who will receive additional levels of contact to varying degrees, dependent on risk analysis. To support early identification a class teachers will keep a record of contact face to face, virtual, email or voice call and this is monitored by SLT and the student Wellbeing Team. Where a student is expected in school and they have not attended the usual welfare call will be made and where the student has a social worker then they will be contacted.

If at any time a staff member becomes concerned about lack of contact from a family, they should report this as a cause for concern.’ Where needed the Student Wellbeing Team will complete a ‘door stop visit’ and where this isn’t successful then a referral to MAST through our link worker will be made.

Regular communications with children and families should be used as an opportunity to reinforce the importance of children being safe online. Staff should use the opportunity to remind parents and carers to be aware of what their child is accessing online and how to report any concerns they may have. Parents should be clear at all times how school staff will and will not interact with them and their child. Additional guidance to parents on online safety will be continues to be added to the school website along with curriculum content.

In addition, staff making calls will be given guidance on specific questions to ask to explore the overall physical and mental health of the whole family e.g. access to food, medication, outside space and respite. In addition, for identified families regular doorstep visits to deliver ‘Magic Breakfast’ food supplies will be undertaken as an additional welfare check. Where concerns are raised then these are reported to the DSL or DSD using the school procedure described above.

Talbot Specialist School: Live Streaming of teaching and learning - Safeguarding Guidance

**Virtual Lesson or Meeting Set-Up**

* Only devices, apps, software and school-registered accounts should be used that have been approved by SLT.
* Consent is needed for the live-streaming of lessons and this is achieved by sending the lesson link to the parent / carer for the student to access.
* The waiting room should be used for all lessons to ensure only students that have been invited to attend are admitted to the lesson.
* The teacher (host) and other member of the class team (co-hosts) have control of whether the students have access to the camera or mic. A member of the class team will be monitoring the group chat and private chat should be disabled as part of the lesson set up.
* Ensure that only the host can screen share.
* Any computers used should be in appropriate areas.
* When recording clips to include in your lessons or taking photographs think about your background. If you are in school ensure you are conscious of background environments. No student information or student images should be seen and ensure the environment communicates the same standards as you would want parents / carers to experience if they walked into your classroom.
* If at home consider photos, artwork, identifying features and mirrors. For example, avoid bedrooms; and where possible be against a neutral background.
* For teachers delivering remotely from school it is essential that children attending school should not be seen in the background. Teachers where possible should deliver the learning in another space or change the background so the students in the classroom cannot be seen.
* Live lessons should not be recorded.
* Virtual calls can be made for wellbeing or advice for learning resources that have been shared with students for those not accessing live lessons. This needs to be done for students with consent from SLT and must be done with a parent / carer present. Arrange a time that is suitable for the parent / carer and as with lessons, send a zoom invite for parents / carers to use to consent to the call taking place.

**During the Lesson/ Virtual Meeting**

* Teaching should be in groups and not one to one. There should be other members of staff who support the adult leading the lesson as they will need to remain aware of what images are being shared and what is said both in the chats and in any break out rooms.
* Consent is needed for the live-streaming of lessons and this is achieved by sending the lesson link to the parent / carer for the student to access
* Pupils will be very familiar with a teacher’s expectations and style of delivery, but will need reminding of these expectations on live lessons. Consider how each other will be portrayed online and remind pupils about content, background displays and dress code.
* Language must be professional and appropriate, including any family members in the background.
* Staff and children must wear suitable clothing, as should anyone else in the household. The video access should be stopped if anyone is not appropriately dressed.
* Classroom behaviours should be expected at all time. If there is any image, words or behaviour that is identified that is inappropriate then it is important that this is followed up with the student or parent / carer. Depending on the seriousness of the incident then this may mean you need to act immediately by stopping the camera or muting the mic and follow up with a conversation. If you have a cause for concern, then using our school safeguarding policy and procedure as usual.
* Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their essential daily activity and should be balanced with other learning opportunities.
* Live Lessons should be timetabled and a member of SLT may join the lesson at any point as would be the case for lessons in school.
* Staff should not use personal mobile phones in any situation where their mobile phone number or other personal details may be revealed to a pupil, parent or family. In the event staff may need to contact parents/carers from their own home phones or mobile phones. Staff may use their personal phones for this purpose but should always withhold their number when making such calls. Advice on how to do this should be sought from SLT.