



Achieving Excellence

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Safeguarding and Student Support

Spring Term 2021

(National Lockdown)

## Safeguarding

The County High School, Leftwich, continues to fully recognise its role and responsibilities in safeguarding and supporting all students. In response to the partial school closure in January 2021, the following operational models, processes and procedures have been reintroduced, much of which has been summarised in the Safeguarding Policy Covid-19 Addendum, published 1<sup>st</sup> April 2020 and updated on 11<sup>th</sup> January 2021.

All staff have been issued with guidance on giving consideration to safeguarding issues that may arise with regards to 'remote teaching and learning'. As such, they have been instructed to follow the suggested guidance below whilst using online communication.

### Online Safety Guidance

The County High School, Leftwich will do whatever it reasonably can to keep students safe during this time. It is important that all staff who interact with students continue to be vigilant regarding any student whose safety and wellbeing may be at risk.

Guidance on remote teaching and learning (including live tutorials) that must be met is as follows:

- *Send resources/messages to students in groups only (not 1:1) unless giving specific feedback on work via Google Classrooms or via email but only ever using school email accounts*
- *Students will be asked to join with cameras off and mics muted. They may raise their hand and use the chat function*
- *Any computers or devices used should be in appropriate areas and, where possible, against neutral backgrounds*
- *Language must be professional and appropriate, including any family members in the background*

Regular Online Safety reminders will be provided to students and parents/carers in order to maintain online protection during the school closure. These will be available on the dedicated webpage on [http://www.leftwichhigh.com/coronavirus\\_guidance\\_and\\_support.html](http://www.leftwichhigh.com/coronavirus_guidance_and_support.html)

**Any immediate safeguarding concerns are reported via CPOMS remotely or via S. du Plessis (DSL), M. Keenan (DDSL) and the Safeguarding Team.** *Appropriate protocols are in place, should it become necessary to act on any immediate safeguarding concerns.*

## Student Support

Support for all students will continue to be proportionate to need, taking cognisance of the circumstances of the National Lockdown and related educational challenges.

### Student Support (Universal Offer)

**Form Tutors:** Will continue to provide and facilitate support for **all** students, including during Tutor Time and beyond. Remote Tutor Time sessions are delivered each day and follow a planned programme that promotes students' personal development and wellbeing. Sessions include weekly assemblies delivered by Year Leaders and the Principal on a range of relevant key themes. Form Tutors also provide support with remote learning engagement and progress, and signpost students to relevant sources of support from outside agencies. Mid-Year Review meetings scheduled for 27<sup>th</sup> January and 3<sup>rd</sup> February will facilitate a joint reflection on how students are engaging and progressing with remote learning and an opportunity to identify two Academic Targets and a Personal Challenge, enabling students to focus on key areas of development in the coming weeks.

**Year Leaders:** Will continue to provide and facilitate support for **all** students, having oversight of remote learning engagement and progress, personal development, behaviour and attitudes. They will continue to work closely with tutor and support teams to ensure students are fully supported and challenged during this period by identifying students who may be struggling and targeting support both on-site and remotely.

### Additional Support (Bespoke Offer)

For **some** students who are deemed 'vulnerable', a bespoke offer of additional support may be necessary and, if required, is co-ordinated and facilitated by the Support Team. Members of the Support Team maintain regular contact with identified students (and their families) offering support with emotional wellbeing and additional support with remote learning access, engagement and progress. For some students, ongoing Student Support Plans continue to follow the Graduated Approach: *Assess; Plan; Do; Review*. In some instances, for those students who do not access the on-site provision, if concerns regarding engagement and progress are raised, daily email contact with home, weekly telephone calls and home visits are conducted.

Pastoral/Learning Support	Supported by Whom
Learning Support (Students with EHCPs and SEN Support)	Overseen by G. Ashford (SENDCo) and supported by Learning Support Team
Children in Care	Overseen by M. Yates (Designated Teacher) and supported by Education Support Workers
Students on TAF Plans and Young Carers	Overseen by S. Bowen (Pastoral Manager) and supported by Education Support Workers
Students with ongoing, non-immediate Safeguarding concerns	Overseen by S. du Plessis (DSL) & Safeguarding Team and supported by Year Leaders

Risk Assessments, where relevant, for some vulnerable students are completed to ensure that arrangements for those students are appropriate and successful in meeting their needs. Students' needs

are reviewed on an ongoing basis in collaboration with parents/carers to ensure that the agreed arrangements that are in place continue to meet the needs of those students effectively.

Weekly Reports from members of the Support Team provide a summary of engagement and support, raising any concerns or necessary actions taken/required. School provides daily updates to Cheshire West and Chester's Single Point of Contact with regards to vulnerable students' engagement.

## Behaviour Expectations

Despite the National Lockdown and adjustments to our ways of working, we continue promote our expectation that students aspire to be the best version of themselves, taking pride in their achievements whilst preparing for success both during their time with us and beyond.

As such, our **3 clear Behaviour Expectations** for our students remain vitally important and to further support our students, we have includes references to behaviour expectations when students are learning remotely:

### 1. Be Ready to Learn

*Be punctual when attending a live tutorial session and join the session on time, making sure you have your equipment ready too.*

*Dress appropriately for learning.*

*Be seated in an appropriate area of the home with a neutral background.*

### 2. Be Respectful and Safe

*Turn your camera and microphone off.*

*Interact respectfully and safely if you are required to communicate during the live tutorial, using the online functions (Hand-Up/Chat).*

*Follow instructions from your teacher as you would in a face-to-face lesson.*

### 3. Embrace Opportunities

*Follow your timetable to ensure you access the full offer of online and live learning opportunities.*

*Complete any online learning activities to the best of your ability so that you maximise your progress.*

*Seek opportunities to work together online, where appropriate, to consolidate your learning.*

## Student Engagement Monitoring

Student attendance and engagement is formally tracking SIMS, whether staff are working on-site or from home. Students' engagement in remote lessons continues to be tracked using Lesson Monitor codes as follows:

*1 – Outstanding*

*2 – Good*

*3 – Satisfactory*

*4 – Unsatisfactory*

If attendance and/or engagement becomes a concern, parents/carers are informed via a daily email, which offers support if students are having difficulties in engaging. If levels of attendance/engagement continue to be a concern, a weekly support telephone call is made. Following two telephone calls, if attendance/engagement continues to be of concern, Year Leaders intervene and identify what additional support is required in order to increase engagement, working collaboratively with families.

### **Recognition and Rewards**

Throughout school, we continue to actively seek to recognise and reward students for their achievements and successes as they meet and exceed our expectations. Our aim in doing this is to foster a sense of recognition, pride, belonging and importance. Opportunities to recognise students and their steps towards achieving excellence are taken across the organisation by Subject Teachers, Form Tutors, Year Leaders and other members of staff, including members of the Senior Leadership Team and Principal. Virtual Praise Postcards, emails and telephone calls are examples of how staff continue to recognise and reward students' efforts.

### **Response to Behaviour Concerns**

In most cases, behaviour concerns will be dealt with by the member of staff responsible for the lesson and responses will most commonly be applied by that member of staff. If students fall short of our 3 clear Behaviour Expectations, staff are encouraged to record this using Lesson Monitor. Where a member of staff records a '3' or '4', follow-up is expected and in the most serious cases, where it becomes necessary to apply a sanction, students' access to remote learning may be suspended and written work provided.

The Restorative Conversation continues to form an important part of the response that includes a discussion with the student (and family) to reflect on their behaviour. Students continue to be guided to reflect and consider the impact of their behaviour, how to resolve the situation and take effective steps to manage their behaviour more effectively and successfully in the future in order to continue to aspire to become the best version of themselves.