



Learning Changes Lives

Child protection and safeguarding: COVID-19 addendum



St Martin's School



Approved by: Anne Siggins (Executive HT)
Alison Mackintosh (Chair of Trustees)

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Policy will be reviewed regularly under new directives

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Important contacts

ROLE	NAME	CONTACT DETAILS
Executive Head Teacher <i>The executive head teacher may be contacted by email should none of the other DSLs be contactable; and must be consulted if a serious safeguarding concern arises.</i>	Anne Siggins	execht@prioryfields.kent.sch.uk
Designated safeguarding lead (DSL)	Rachel Appleby Kelly Brown	rappleby@stmartins.kent.sch.uk kbrown@vale-view.kent.sch.uk
Deputy DSL	Helen Thompson Shara Wheeler Dave Vellani	hthompson@stmartins.kent.sch.uk sharaw@prioryfields.kent.sch.uk dvellani@vale-view.kent.sch.uk
Other contactable DSL(s) and/or deputy DSL(s):	Kate Martin Ruth Bishop Julie Howarth	katem@prioryfields.kent.sch.uk ruthb@prioryfields.kent.sch.uk jhowarth@stmartins.kent.sch.uk
Integrated Front Door <i>Child at risk of immediate harm</i>		03000411111
Kent Online Safety Support		03000415797
Education Safeguarding Service	Claire Ledger	03000 415648
Local authority designated officer (LADO)	Ali Watling – County LADO Manager	03000 410 888 kentchildrenslado@kent.gov.uk
Chair of trust	Alison Macintosh	alisonm@prioryfields.kent.sch.uk
Trustee responsible for Safeguarding	Tricia Sherling	Tsherling@stmartins.kent.sch.uk

Child protection and safeguarding: COVID-19 addendum

Version 3 January 2021

1. Scope and definition

This addendum applies from the 5th January 2021 following the government's request for schools to close to the majority of pupils, as part of the response to the Coronavirus (COVID-19) and reflects updated advice from our 3 local safeguarding partners (Kent County Council, Kent Clinical Commissioning Groups and the Chief of Kent Police) and Kent local authority (LA).

It sets out changes to our normal child protection policy in light of the Department for Education's guidance: [Restricting Attendance during the national lockdown:schools](#), and should be read in conjunction with that guidance.

Our wider opening risk assessments and related Health and Safety risk assessments will be appropriately linked into our safeguarding approach and child protection policy.

All Whinless Down Academy Trust (WDAT) staff must read and sign to say they have read and understood this document.

Unless covered here, our normal child protection policy continues to apply.

The definition of vulnerable children and young people includes children who have a social worker, an education, health and care plan (EHCP) or who may be vulnerable for another reason at local discretion ("otherwise vulnerable").

WDAT schools may also deem additional children, who do not fall into the above categories, to be vulnerable (see section 9 below)

This addendum applies to all year groups from Nursery through to year 6.

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children and all usual checks will be undertaken should there be a need for anyone to come onto the school site ie emergency contractor work, staff from other schools should the need arise etc.
- Children should continue to be protected when they are online

3. DSL (and deputy) arrangements

The DSL (or a deputy) will be available on-site. However, if in exceptional circumstances this is not be possible, a named DSL will be available to be contacted via phone or video call.

Should this not be possible, a DSL or deputy from another *school within the WDAT*, will be available to be contacted via phone or video call. (*see contact list on page 3*)

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

Lead DSLs (Heads of School) will be responsible for liaising with deputy DSLs to:

- Update and manage access to child protection files - CURA
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

The schools will ensure that the DSLs (and deputies) have time to support staff and children regarding new concerns, and making referrals as appropriate, as more children return.

4. Vulnerable Children

Vulnerable children in all year groups continue to be encouraged and expected to attend school where it is appropriate.

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

There is an expectation that children with a social worker will attend, unless in consultation with the child's social worker and family it is agreed they are at less risk at home or in their placement for example due to underlying health conditions.

- Where vulnerable children are not attending school, we will regularly keep in contact with them.
- We will continue to work with professionals involved with children and share relevant information with them, such as social workers, early help workers and virtual school heads (VSH). This is especially important during the COVID-19 period.
 - This will include information about attendance and any welfare concerns.
 - If there is a safeguarding concern, this will be shared with the relevant professional as soon as possible.

5. Monitoring attendance

From the 5th January, only children of Critical Workers and those identified as vulnerable will be able to attend school.

- No one with symptoms should attend school for any reason.
- Vulnerable children's attendance is expected from us, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan. Should parents decide not to send their children back to school at this time, we will maintain regular contact with the families.
- Parents and carers will not be penalised if their child does not attend educational provision whilst current Covid-19 restrictions are in place.

For learners agreed to be in school, we will resume our usual day-to-day attendance registers and processes in accordance with existing policies and government guidance..

WDAT schools will continue to complete the Educational Setting Status form to keep a record which gives the DfE daily updates on how many children and staff are attending.

WDAT schools will:

- continue to notify social workers where children with a social worker do not attend and will also follow up directly with their parent/carer.
- continue to follow up with any parent/carer whose child has been expected to attend and doesn't.

WDAT schools will ensure that regular contact is maintained with children (and their families) who are not yet returning to school.

With support from the DSL, teaching and/or pastoral staff who are encouraged to make calls directly with children, where possible and appropriate should:

- make calls from the school site, where possible, and/or via school phones and devices.
- If a school phone is not available or accessible, phone calls will be made from withheld numbers so personal contact details are not visible.
- Staff will record the date, time and attendance of calls, using the CURA system.

To ensure contact can be maintained, WDAT schools will confirm emergency contact numbers are correct with parents/carers and ask for any additional emergency contact numbers where they are available.

6. Reporting concerns

Where any concerns are raised about learners or staff, WDAT schools will follow existing and updated local arrangements as set out by [Kent Safeguarding Children Multi-Agency Partnership](#) (KSCMP) and as outlined in our existing safeguarding policy.

We recognise that new safeguarding concerns may arise regarding individual children as we see them for the first time in person following partial school closures.

All staff and volunteers must continue to act on any concerns they have about a child immediately using the CURA reporting system. It is still vitally important to do this. (*Members of staff who do not have access to CURA – cleaners and site staff – will continue to use the 'Green Form' which is available in school and as an appendix to the staff handbooks*)

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

Prevent is a vital part of our work to safeguard children from radicalising influences; the school will continue to follow local processes where we have concerns during this challenging time. (Guidance: [DfE document: prevent management support](#)).

7. Movement of Children (attending other settings)

If children are attending another setting, the schools will continue to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information, especially if children are vulnerable.

- For looked-after children, any change in school will be led and managed by the virtual school head with responsibility for the child.

The receiving institution will be aware of the reason any child is vulnerable and any arrangements in place to support them. This will take place ideally before a child arrives or as soon as reasonably practicable.

Any exchanges of safeguarding information will take place between DSLs (or a deputy) and SEND information will be shared by special educational needs co-ordinators/named individual with oversight of special educational needs (SEN) provision for children with EHC plans.

The schools will continue to have appropriate regard to data protection law but is aware this does not prevent the sharing of information for the purposes of keeping children safe.

8. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

9. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately using the CURA reporting system (Clearance Level 5 and Security Level 5 – this will report to Head of School and Executive Head Teacher only).

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS). We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

10. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we deem vulnerable. We will work with parents/carers and other professionals identify children who are vulnerable. This will include families who have recently had Social Service and/or Early Help support and families known to school staff as being vulnerable. Parents who are experiencing difficulties will be encouraged to contact the school for support. A DSL will contact these families, offer support and add children to the 'vulnerable' group if appropriate.

If these children will not be attending school, we will put a contact plan in place, as explained in section 11.2 below.

11. Safeguarding for children not attending school

11.1 Remote Learning

The majority of children will be accessing live remote learning provision from home. Safeguarding measures have been implemented and a protocol established, see Appendix attached.

11.2 Contact plans

We have contact plans for children with a social worker, children who we have safeguarding concerns about and children deemed vulnerable, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact – this will normally be on a weekly basis or as often as required.
- Contact details of other professionals involved with the family
- Which staff member(s) will make contact – an allocated member of staff will ensure consistent support
- How they will make contact – this will be by WDAT mobile phone dedicated for this purpose which will also give these families a phone number to call should they need.

We have agreed these plans with children's social care where relevant, and will review them on a weekly basis. The Heads of School will be responsible for undertaking this review, liaising with the individual staff members making the calls. Where concerns are evident a social services referral will be made.

If we can't make contact, we will alert the relevant authorities (police and/or social services).

11.3 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 12 below).

12. Online safety

12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, school computing leads will help manage the situation in consultation with the Heads of School.

WDAT school expectations with regards online behaviour and education when using school provided devices or internet access on site will continue to be implemented in line with existing policies.

Any concerns regarding onsite online behaviour or use will be responded to in line with existing policies.

12.2 Outside school

A significant number of children will not be attending school.

Staff will only interact with children online via existing channels (closed school Facebook group, online learning platforms and via email). They will continue to follow existing policies and staff code of conduct.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

Children will have online safety lessons delivered by their class teacher as part of their remote learning provision.

12.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using – this will be detailed on weekly home learning grids
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

This information and other online safety advice will be communicated to parents via a weekly online safety newsletter.

Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:

- Childline: www.childline.org.uk
- UK Safer Internet Centre's 'Report Harmful Content': <https://reportharmfulcontent.com>
- National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): www.ceop.police.uk/safety-centre

All communication with learners and parents/carers will take place:

- within school hours as much as possible.
- with staff using school devices over personal devices wherever possible and in line with our existing AUP. Where this is not possible, staff will speak with SLT, and personal numbers will be withheld using the "141" facility to anonymise own telephone numbers.
- Via a dedicated email account where parents and teachers can communicate directly about the children's learning.

13. Mental health / Supporting Well-being

- WDAT schools recognise that staff, parents/carers and learners may experience some degree of emotional wellbeing or anxiety challenges during this period of Lockdown and increased expectations for remote learning to take place within the home.
- We recognise that many children consider school to be a safe place and the current situation may impact on learners', staff and parent/carers mental health.
- We will plan to ensure everyone feels supported through an inclusive culture so that when everyone returns it is to a positive working environment that helps relieve any anxiety or fear.
- Staff and learners will be given the opportunity for wellbeing check ins within trusted relationships.

- We will ensure that all children who are categorised as vulnerable or children of critical workers, as well as those children accessing school, are appropriately supported.
- Staff will address the wellbeing of learners through a range of approaches including age/ability appropriate activities.
- Pastoral or class-based staff will be available for learners and families.
- WDAT schools are conscious of the wellbeing of all staff and the need to implement flexible working practices in a way that supports staff and promotes good work-life balance.
- Senior leaders and the DSL (or deputy) will be available to provide support to staff as required.
- Teachers will be aware of the impact the current circumstances can have on the mental health of learners (and their parents) who are continuing to work from home, including when setting expectations of children's' work.
- We will continue to signpost staff, learners and parents/carers, on or off site, to a range of appropriate sources of support, internally and externally.

Supporting Children in School

- The WDAT is committed to ensuring the safety and wellbeing of all its learners.
- Schools within the WDAT will be mindful of the specific needs of learners who are based in school.
- We are aware that numbers of children returning to school may likely increase as the Lockdown progresses, so will keep this under review.
- We need to be confident we have up to date information on learners returning to site which reflects any changes in circumstances which could impact on their welfare.
 - WDAT schools, led by DSL or deputy, will do all we reasonably can to ask parents and carers to advise us of any changes regarding welfare, health and wellbeing that we should be aware of before a child returns to school.
- School will be a safe space for all children to attend and flourish. A senior member of staff will ensure that there is an appropriate number of staff on site and that staff to learner ratios have been considered to maximise the safety of children.
- We will follow the current government guidance in relation to social distancing and all matters relating to public health from the respective authorities.
- We will continue to record any support provided to children in relation to safeguarding issues in line with our existing safeguarding recording system.

14. Safer Working Practice, including staff recruitment, safeguarding training and induction

14.1 Safer Working Practice

All staff will follow our existing staff code of conduct and any addendum updates with regards to safer working practice, both on and off site.

- Staff will continue to follow any updates to the WDAT code of conduct which have been made to reflect current Covid-19 measures.

All staff have read KCSIE 2019 Part 1 and accessed safeguarding training.

- Staff will be made aware if any local processes or arrangements change throughout the Lockdown and as more children return, so they know what to do if there are concerns about a child.

14.2 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

During the return to school period, we will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education and with a mind to updates to the [Safer Working Practice Guidance](#) produced as a response to Covid-19.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with Keeping Children Safe in Education and with a mind to updates to the Safer Working Practice Guidance as a response to Covid-19.

A new DBS check for returning staff who have continued to be employed but have not been working in regulated activity is not required, however, if for any reason the WDAT have concerns about an individual, we may obtain a new check.

Any new staff and volunteers will receive child protection induction training from the DSL and will be provided with a copy of the WDAT Child Protection Policy and Covid-19 Addendum.

The WDAT schools will continue to update the single central record in line with KCSIE. (Paragraphs 148 to 156)

14.3 Staff 'on loan' from other schools

Currently, we do not envisage using staff on loan from other schools. We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. This will be managed by the senior member of staff on duty in liaison with the Executive Headteacher and the Academy Business Manager.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

14.4 Safeguarding induction and training

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

Face to face DSL refresher training is unlikely to take place whilst there remains a threat of the Covid-19 virus. For the period Covid-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy), even if they miss their refresher training.

- Formal DSL refresher training will be undertaken as soon as possible; the DSLs (and deputies) will continue to do what they reasonably can to keep up to date with safeguarding developments.

14.5 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the Inventory system to log everyone working or volunteering in our school each day, including staff 'on loan'

Details of any risk assessments carried out on staff and volunteers on loan from elsewhere will be kept in a secure designated folder on school site.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 4 weeks by the Headteachers. At every review, it will be approved if there are changes by Executive Headteacher and the Chair of the Trust.

16. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff Handbook/Code of Conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy

Additional support and links

As well as through existing **school** mechanisms, learners, staff and parents/carers can access age appropriate and practical support and advice via a range of national and local services:

- Childline: www.childline.org.uk
- Kent Resilience Hub: <https://kentresiliencehub.org.uk>
- NSPCC: <https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/>

DfE Guidance

- Closure of educational settings: information for parents and carers: www.gov.uk/government/publications/closure-of-educational-settings-information-for-parents-and-carers/closure-of-educational-settings-information-for-parents-and-carers
- Vulnerable Children Guidance: www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people
- COVID-19: guidance for educational settings: www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19
- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers: www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers
- Coronavirus (COVID-19): attendance recording for educational settings: www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings

Specific Links relating to Coronavirus for Learners and Parents/Carers

- Kent County Council: www.kent.gov.uk/social-care-and-health/health/coronavirus
- Childline: www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/
- Mind: www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/
- Young Minds: <https://youngminds.org.uk/blog/talking-to-your-child-about-coronavirus/>
- Kent Children's University: Home Resources Learning Packs: www.theeducationpeople.org/blog/kent-childrens-university-home-learning-resources-pack-is-live/
- Children's Commissioner:
 - Children's guide to coronavirus: www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/
 - Resources for parents during coronavirus: www.childrenscommissioner.gov.uk/coronavirus/resources/
- Sport England: www.sportengland.org/stayinworkout
- Place2be:
 - www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-supporting-children-who-may-be-especially-vulnerable/
 - www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-information-for-children/

Online Safety

- NCA-CEOP: www.thinkuknow.co.uk
- Internet Matters: www.internetmatters.org
- Childnet: www.childnet.com/blog/keeping-children-happy-and-safe-online-during-covid-19
- UK Safer Internet Centre: www.saferinternet.org.uk/blog/working-remotely-advice-professionals-parents-posh-rhc
- NSPCC: www.nspcc.org.uk/keeping-children-safe/online-safety/
- Parent Info: <https://parentinfo.org/>
- BBC Own it: www.bbc.com/ownit

Domestic Abuse

- Domestic Abuse Services: www.domesticabuseservices.org
- Victim Support: 0808 16 89 111 www.victimsupport.org.uk/help-and-support/get-help/supportline
- Look Ahead Care & Support – Service provider West Kent (Sevenoaks, Tunbridge Wells, Tonbridge and Malling): www.lookahead.org.uk/
- Oasis Domestic Abuse service – Service provider, East Kent. (Thanet and Dover): www.oasisdaservice.org/home
- Clarion Housing Association – Service provider for North and South Kent
 - North Kent: (Dartford & Gravesham, Swale and Maidstone) Clarion DA confidential Helpline: 07376 637069 (Mon-Fri 9am – 5pm)
 - South Kent: (Ashford, Folkestone & Hythe and Canterbury) Rising Sun Domestic Abuse service helpline: 01227 452852 (Mon-Fri 9am – 5pm)
- National Women’s Aid Domestic Abuse 24hr helpline:0800 2000247

Appendix



Live Learning Protocol

Administering Live Lessons

- Spend time training and reminding the children about the functions of the platform, such as mute, chat etc.
- Lessons should be delivered in a quiet room where you are able to be alone.
- Headphones should be worn if you are working in an environment where others may be present and able to hear, e.g. other people in the house etc.
- When you are not required to be speaking, please mute yourselves (e.g. If giving children time to complete a task etc.)
- Have a PowerPoint (or equivalent) presentation to support the lesson to give yourself a break from face-to-face time if needed.
- Two adults should be present in the live lesson for both safeguarding reasons, and to support the teacher as required.

Remote Attendance at School

It is important that we:

- Plan and deliver at least 2 x 30 mins lessons daily
- Take a register at each live lesson (or use the facility to monitor attendance within the platform if available or the additional adult can support with this.)
- Monitor children's engagement with offline work through asking them to submit pieces, and also through monitoring and engaging with children through our online platforms such as Purple Mash, Bug Club TT Rockstars etc. Feedback should be given for work completed.
- Follow up with parents of those children not attending live lessons or engaging with set tasks, via the class email to establish the reason for not attending and identifying how we can support.

In Case of Emergency...

Should you need to leave the meeting urgently please do the following:

- Mute yourself and turn off video
- Message other staff member privately if able
- Reassign the meeting to the other adult to lead
- Leave