Robert Carre Trust

Annex to Safeguarding Policy Edition 3: Covid-19 Recovery Period (Sept 2020)

The main safeguarding policy remains active but this annex sets out the Trust's response to circumstances arising from the pandemic recovery period not envisaged by the current safeguarding policy.

1. Remote Working

It is now envisaged that all staff will be working in school from September unless required to self-isolate as part of NHS Test and Trace or a local lockdown. However, remote-working protocols in place during closure would still apply where staff self-isolating are able to work from home.

The Trust also recognises that whilst restrictions on daily life continue to be relaxed the detrimental impact of Covid-19 on the physical and mental wellbeing of our school community will continue for many months to come. This edition of the Safeguarding Annex seeks to address these ongoing risks.

2. Safeguarding and Vulnerable Students

The Trust recognises that safeguarding students in the face of the Coronavirus measures has presented and continues to present its schools with a challenge they have not faced before. Each Trust school has identified students who will have faced additional risk to their wellbeing and safety as a result of having to study at home. Such students received enhanced support during closure and will continue to have access to an enhanced level of support when the school reopens to all students in September should that be required. This support will vary dependent on the identified need and in the first instance will be provided by the pastoral teams at the Trust schools. Those teams will review and adjust that support as required and will make referrals to external agencies as deemed appropriate.

2.1 Reporting Safeguarding Concerns

The reporting of safeguarding concerns remains as outlined in the parent policy. Where concerns become apparent during the school day the usual protocols should be followed.

2.2 Monitoring Safeguarding & Wellbeing during periods of Self-Isolation

As the NHS Test and Trace response to Covid-19 may require student members of the school community to self-isolate for up to 14 days there may still be a need for remote monitoring of wellbeing and learning. Staff will continue to use the communication protocols established during school closure to maintain contact with vulnerable students. All staff will also be able to access key safeguarding staff out-of-hours should there be a need to report a safeguarding concern.

2.3 Compulsory School Attendance and Covid-Related School Refusal

From September 2020 all students will be required to attend school in accordance with DfE legislation and the Covid-19 annex to the RCT Attendance Policy. However, the Trust recognises that the return to

school will be a significant source of anxiety for some students and their families. Such students would be deemed to be vulnerable and their education would be at risk if they did not attend school. Where school attendance is impacted by these anxieties, a Pastoral Support Plan will be agreed with parents/carers to work as rapidly as possible towards full attendance.

2.4 Work-related Anxiety

Due to their learning and/or emotional needs, some of the vulnerable students will not have kept abreast of remote-learning tasks and may not engage with the summer catch-up package. They may therefore face some significant knowledge gaps when they return to full-time study at school and may also experience raised levels of anxiety regarding being challenged about incomplete work.   Trust staff will, therefore, be cognisant of these barriers and ensure such students are appropriately supported in closing the knowledge gaps. Where there is a known learning need or a history of anxiety the SENCO and associated support staff should be involved in drawing up support plans that address both academic and wellbeing needs.

3. Support for the Mental Well-Being of Students

Nobody has been immune to the emotional impact of the pandemic but whilst we may "all be in this together" it is clear that everybody has not had an identical experience of the emotional impact of the pandemic. The Trust recognises that the pandemic will have impacted on families and communities in many different ways: social, economic and emotional. The economic cost of Covid-19 is forecast to become more apparent over the next few months with people facing job loss and all of the associated detriment to living standards and wellbeing. Anxiety about catching the virus will continue to prevail for many families worried about vulnerable family members.

3.1 Identified Risk Factors for Anxiety-related Attendance Issues

It is highly probable that supporting mental wellbeing will be a key characteristic of the Trust schools' response during this Covid-19 recovery period. The following risk factors (some generic and some pandemic related) have been identified as potential sources of significant anxiety that might be a barrier to attendance. The list is by no means exhaustive but Trust staff will need to be aware of the breadth and depth of the impact of the pandemic in the daily lives of our school community.

3.1.i School Risk Factors:
- Bullying (the most common in "normal" circumstances)
- Difficulties in a specific subject
- Transition to secondary, key stage or new school
- Impact of Calculated Grades on 6th form options
- Taking exams in Autumn session whilst pursuing Y12 courses
- Academic demands / high pressure
- Journey to school
- Relationships issues, with peers or staff
- Gaps in learning from limited engagement in remote learning

- Pressure to "catch-up"
- Worries about the impact of pandemic on public examinations & associated consequences for future aspirations

3.1.ii Family Risk factors:
- Separation or divorce or change in family dynamic
- Parent physical or mental health problem – Covid 19 has impacted on access to critical treatment
- Over-protective parenting style
- Being the youngest child
- Loss and bereavement
- High levels of family stress
- Being a young carer
- Family history of school avoidance
- Unable to access support network due to lockdown
- Living in a household where there is domestic abuse
- Families facing pandemic related financial pressure and/or job loss
- Financial pressure putting family home at risk

3.1.iii Child Risk Factors:
- Personality factors – quiet, withdrawn, introverted
- Fear of failure / low self confidence
- Age (11-12 / 13-14)
- SEND / ASD
- Experience of trauma
- Separation anxiety
- History of poor mental health/anxiety
- Rural isolation & limited broadband capability

3.2 Support for Mental Wellbeing

The Trust schools will draw in the first instance on in-house expertise to support students struggling with their mental health or Covid related anxiety. Depending on the level of need identified, this may take the form of one-to-one work or the opportunity to participate in small group sessions. Where the level of need is beyond the expertise of in-house provision students will be referred to appropriate external agencies.

Heads of Year and Tutors will also support mental wellbeing through targeted form and year group activities, drawing on the wealth of materials available from multiple reputable agencies and support groups. The Local Authority have also produced a resource to support schools in addressing anxiety related school refusal.

4. Impact of Remote Learning on Progress and Wellbeing

Some students have been able to take remote learning in their stride but for others it has proved to be a significant challenge. For some students with additional needs it has proved to be an insurmountable challenge. The Trust also acknowledges that parents/carers have faced genuine and varied challenges with supporting remote learning not least of which has been achieving a balance between their own work commitments and supporting often more than one child with their school work.

4.1 The impact of school closure on well-being

For some students the consequences of a limited level of engagement may only emerge when they return to the classroom and anxiety levels may rise as they take stock of their knowledge gaps or contemplate public examinations that they do not feel fully prepared for.

Trust schools remain committed to supporting the well-being of their students and well-being will continue to be monitored as part of the wider support mechanisms already in place. However, Trust schools will endeavor to ascertain whether any students returning to school as part of the phased re-opening need additional support prior to their return. The Trust recognises that this will be dependent on parents and carers sharing relevant information. However, teachers in contact with the students when they are in-school will be sensitive to the potential risk factors detailed in section 3.2 that may affect our students.

4.2 Students with SEND and/or Additional Needs

For students with SEND and their parents home learning can produce heightened levels of anxiety that could impact negatively on family relationships and learning outcomes. Their progress and well-being can be put at significant risk as a result of the home learning regime where the usual support measures that ensure best progress may not be present. The safety of the student and their family should be the priority in such situations but those students who did not take up the offer of a place in school will be returning to school having completed very little or in some cases, no work at home. They will therefore be likely to face heightened levels of anxiety regarding being challenged about the lack of work.

4.3 Safeguarding Progress and Aspirations

The Trust is committed to safeguarding the educational opportunities and aspirations for all students and recognises that the enforced school closure will have put some of those opportunities and aspirations at risk for some students.

4.4 Educational Support Plans – Closing Learning Gaps

The gaps in learning that students may face will be variable across all subject areas and for individual students. Where the gaps are significant and are likely to impact detrimentally on a student's expected progress Heads of Year, in collaboration with Heads of Subject, will put in place appropriate support plans to enable students to close these gaps within a reasonable timeframe. Such plans will ensure that no student's mental wellbeing will be put at risk and that they are able to keep pace with new learning.

Where a student has multiple gaps in their learning, support plans will prioritise core subjects and those subjects that safeguard a student's educational aspirations. Where the risk to progress and aspiration is high, consideration may be given as to whether a reduction in curriculum offer will enable students to maintain a balance between closing the gaps and pursuing current learning without detriment to their mental wellbeing.

5. Safeguarding Physical Wellbeing & Transmission Controls

5.1 Hygiene and Distancing Measures

Students will be expected to adhere to Covid-secure procedures such as regular hand sanitising and social contact protocols. All classrooms have been configured to be front-facing in accordance with government guidance. Students will be required to follow the one-way system to move between lessons to minimise inter-bubble contact. A "grab and go" service will operate in the school canteens and year group bubbles will be allocated to one of two breaks.

5.2 Social Bubbles

Students will be in year group bubbles and each year bubble will be clustered in designated areas indoors for registration and wet weather breaks and be allocated a designated space outdoors for breaks. Key Stage 3 students will be taught in form groups within their year bubble. GCSE and A Level students will be considered to be in subject bubbles for the purposes of face-to-face tuition.

5.3 Extra-Curricular Activities

These will be phased in as deemed appropriate. Activities should be organized on the basis of year group bubbles. The Learning Resource Centre/Library will be available to individual year group bubbles on a rota system.

5.4 Masks

In accordance with the latest guidance, Trust schools are not requiring staff or students to wear masks during normal covid-secure working conditions. However, the Trust will support any member of staff or student who chooses to wear a mask in normal covid-secure working conditions. Whilst the Government has given schools the discretion to require face coverings in communal areas if they believe it is right for their particular circumstances, the Trust believes that current measures are appropriate but will continue to review measures as deemed necessary to safeguard the school community.

5.5 Localised Transmission Clusters, Lockdown & Masks

Where transmission of the virus is deemed to be high enough to require government intervention a local lockdown could be imposed. Current guidance states that should a local lockdown be imposed, members of the school community should be required to wear masks in communal areas and when moving between lessons in corridors. However, the control measures imposed during a local lockdown or a localised cluster of transmissions will be determined by the local public health authority and the Trust schools would work closely with them to ensure any response is appropriate.

6. Staff supporting students in school

The Trust will ensure that all adults providing services and / or supervision of activities in school will have undergone the safer recruitment process. In principle, care will be provided by employed staff members who have undergone safer recruitment and appropriate safeguarding induction but the Trust may avail themselves of external expertise where deemed beneficial to the students.

Staff should adhere to the usual safeguarding protocols as outlined in the parent policy for working with students in school.

Staff should also adhere to the measures for safe social distancing and working in school as detailed in the Covid-19 Risk Assessments and Covid-19 annexes to the Behaviour and Teaching and Learning Policies.

7. Supporting Attendance

The Trust has a duty to safeguard the education of our students and ensuring that they attend regularly ensures that they have the opportunity to fulfil aspirations and secure a positive future. The expectation is that students will achieve the target of 95% attendance and that school staff will be actively working with students and parents to achieve this. Where attendance falls below 90% this will be considered to be persistent absence and as such puts the educational future of the student at risk. Following an attendance review, measures would be put in place to improve attendance.

7.1 NHS Test & Trace and Self-Isolation

Attendance may inevitably be affected by the requirement to self-isolate under the NHS Test and Trace system. Attendance codes are to be amended to authorise absence on these grounds. However, as with any absence, school staff should seek formal notification from parents to ensure that students are where their parents expect them to be and genuinely being required to self-isolate.

For those students for whom school is viewed as a "safe place" a 2-week period of enforced isolation at home may increase the risk of harm they face. For some parents, managing the learning at home for their son/daughter could be extremely challenging and could place both them and the student at risk of harm. For such students, regular contact during the 2-week period should be made in accordance with the contact protocols established during school closure.

7.2 Home Visits

Where there are significant concerns for a student's safety Trust staff may deem it necessary to carry out safe and well checks by visiting the student at home. Where this is required to address safeguarding concerns staff will adhere to the following protocols:

- Staff should provide **at least 24 hours' notice** to the family of the intention to visit
- The visit protocols will be shared with the family in advance to avoid any misunderstandings
- Staff will **visit in pairs** and at least one staff member will be known to the family
- Staff should **ascertain if the family have pets** and ask that pets are kept away during the visit

- Staff will **require to physically see and speak** to the student
- Staff should follow hand sanitising procedures BEFORE and AFTER a visit.

- Government **rules re social distancing will be respected**; in practice this will mean:
  - Staff will travel separately to homes before carrying out the visit together
  - Staff will maintain the required social distance when interacting with students and parents
  - Visits will aim to keep within the 15-minute limit
  - Refreshments should not be accepted
  - PPE (mask and gloves) will be available if needed
  - Staff may now enter homes but should not do so if the household is self-isolating – contact will need to be made via an open door or window

- Where unreasonable obstacles to a visit are persistently put forward by a family, staff should in the first instance refer the matter to the DSL who will review the safeguarding risk and consider whether it is appropriate to ask the police to do a safe and well check or refer the concerns to children's services.

8. TAC and CIN Meetings

Where practicably possible staff should try to conduct these meetings via online platforms or phone conferencing. If this is not possible, then meetings may take place within school as long as social distancing requirements are respected. Site staff should be informed when meetings are taking place in meeting rooms so that they can undergo the appropriate cleansing regime.

9.Contact with Students Learning at Home due to Self-Isolation or Local Lockdown

Under the government plans to control the spread of the virus enforced periods of self-isolation and local lockdowns will be a feature of life for several months to come. Where students are required to self-isolate as part of NHS Test and Trace or a local lockdown, remote-learning guidance will again be provided. School staff will maintain appropriate contact depending on the length of the period of self-isolation or lockdown. As all classrooms are now suitably equipped self-isolating students may be able to access lessons via Microsoft teams.

To safeguard both staff and students the protocols outlined below should be adhered to.

9.1 Email Contact

Staff will be able to maintain contact via the usual school email system. Private email accounts should not be used for communication between staff and students by either party.

Student Support will continue to offer a remote service via the email account help@carres.uk (Carre's) or StudentSupportTeam@kshs.uk (Kesteven & Sleaford High School) .The Support team staff will monitor

these inboxes on a regular basis. All responses to students and parents will be cc'd to the relevant school support email address to ensure transparency and continuity of support.

Form Tutors will be encouraged to maintain contact with their form group as a group. Responses to individual tutees should be copied to the relevant Head of Year to ensure transparency and continuity of support.

Staff are not expected to respond to emails outside of the agreed school closure working hours unless they are dealing with a live safeguarding case.

Abusive emails from an unknown address should be reported to ICT Support so that that account can be blocked. Staff should not respond to such emails.

Abusive Emails from Students and/or Parents should be referred to the relevant line manager or Head Teacher as soon as possible so appropriate support can be given to the staff member. Staff are advised not to respond to such emails to avoid encountering further abuse and its impact on their own wellbeing.

9.2 Phone Contact

Where possible staff should use a school landline/mobile or the 3CX app to phone students and their parents/carers. Where staff do not have access to these they should ensure that their number is shielded from the recipient by inserting 141 before the number dialed. Staff should not contact students on a student's personal mobile unless this has been agreed with their parent/carer or the school's safeguarding lead. Where possible, staff are advised to contact a student via a parent's mobile so that parents are aware of the contact and can give informed consent to any subsequent contact with the student. Details of all calls should be logged: caller, recipient, date, nature of concern, brief summary of interaction. The log or logs should be accessible to all key staff to ensure transparency and continuity of service. Subject staff are advised to share their log with their Head of Subject or their SLT link. Calls using a school landline or the 3CX app will be recorded as part of our normal phone call protocols.

9.3 Live streaming Tutor Contact with Students (Microsoft Teams)

The Trust recognises that the appropriate use of technology could significantly enhance the quality of contact between students and their form tutor. Being able to see that everyone is fit and well could be a significant boost to morale, particularly for students who might be struggling with the lack of social contact. However, Form Tutors should ensure that the live streaming protocols detailed below are followed.

Tutors should also be cognisant of the fact that not every student may be able to access live streaming and should not limit form contact to a medium that only some of the form can access. This addresses any concerns about showing favoritism to students.

10. Live-Streaming of Teaching (Microsoft Teams)

Should a local lockdown be imposed or a significant school bubble be required to self-isolate, teachers will deliver scheduled lessons and set work via MS Teams. Live-streaming of teaching significantly

enhanced the remote learning experience for the students during lockdown and whilst it cannot replicate the classroom experience it does allow for meaningful student/teacher interaction that can help to maintain positive progress and effective learning. The use of Microsoft Teams has been approved by the leadership teams for live-streaming.

10.1 Expectations of Teachers

Specific training in the use of MS Teams to provide a blended delivery of education has been made available to all teaching staff.   All teachers will therefore be expected to use MS Teams to deliver scheduled lessons.

Nevertheless, teachers should be mindful of student access to online resources when planning the delivery of online teaching. To ensure maximum participation, students should have access to a recorded version of the session. Teachers should also be aware that such sessions use a huge amount of data and this might have cost implications if students are joining via mobile phones.

10.2 Protocols for Live-Streaming

All teachers and staff, including those who deliver a peripatetic service to students, must adhere to the protocols detailed below:

1. **For live-streamed sessions staff should <u>only</u> use the Microsoft Teams platform.**
2. **Staff should be confident they can use this platform safely; where appropriate they should secure relevant in-house support and/or training**
3. **The Trust's Acceptable Use Policy** continues to apply and students should be reminded of this as part of the set-up process.
4. **Parents and Carers must have consented to their son/daughter participating in live-streamed sessions.** Trust schools will operate a central consent process for live streaming.
5. **Only students whose parents have given consent should be invited to participate.**
6. **Staff should consider the manageability of group size when issuing invitations:**
   i. Up to 32 students – video & audio
   ii. Over 32 students – audio ONLY
7. **Whilst Microsoft Teams will allow schools to monitor overall group participation it cannot monitor how individuals engage in a session therefore, staff should keep a register of their sessions to enable them to track and monitor the participation of students.** Changes to participation might be an indicator of deteriorating well-being. The register should be saved to the teacher's Home folder for auditing purposes. **Late arrivals and early departures should be noted.**
8. **Trust schools will put in place procedures to monitor** live-streamed sessions.
9. **Students should be appropriately dressed** i.e. as they would be dressed as on a standard non-uniform day. (Pyjamas are not appropriate dress.)
10. **Students should participate from a communal area in their home wherever possible OR where this is not possible should participate in <u>audio only</u>**
11. **Where video participation is available students can choose to join via audio only.**
12. A session can only go ahead if there are TWO or more students participating.

13. **In the case of 1-to-1 music tuition a supervising adult should be present in the home.**
14. **Where staff wish to hold a 1-to-1 Teams Meeting with a student for work or pastoral needs a parent should be invited to chaperone the meeting; if the parent is unavailable to chaperone the member of staff should invite an appropriate colleague to chaperone (e.g. the Head of Year, Form Tutor, Student Support Key Worker or the DSL/Deputy DSL). Ss the meeting is chaperoned and dealing with potentially sensitive information it does not need to be recorded. This allows for appropriate transparency whilst safeguarding the privacy of the student.**
15. **Details of the planned session should be shared with ALL students in the class and with sufficient notice for students to make arrangements to join. Staff should not invite via direct message to individual students.**
16. **Staff should not accept students into the session until 5 minutes before the start of the session.**
17. **Classroom expectations with regard to language and behaviour apply.**
18. **Session etiquette –** teachers should ensure that they have set up appropriate control levels so that students cannot control or disrupt proceedings
    Any student disrupting the session will be muted /disconnected by the teacher; should a student disrupt a session again school sanctions will apply and the teacher may exclude them from the next and/or future sessions.

    Please see appendix for quick reference summary re live-streaming.

11. Identifying Safeguarding Concerns during the Recovery Period

Schools continue to navigate uncharted waters and whilst the usual signs may still apply students and staff are operating under very different circumstances from normal. A significant deterioration in mental health would be a safeguarding concern. The following list is offered as guidance for features that might indicate cause for concern but should not be considered exhaustive, Staff should also be cognizant of the risk factors detailed in section 3.2:

- Student struggling with self-motivation & establishing an effective work routine with accumulated impact on well-being
- Student withdrawing or not responding to form tutor contact
- Student refusing to speak on phone to member of staff
- Concerning comments made during live streaming
- A notable increase in email contact with support staff
- An over-reliance on an individual member of staff
- Attempts to make contact with a member of staff via personal social media/phone
- Parent/Carer obstructing contact with student
- Parent/Carer not providing supervision/support at home
- Reports of shortage of food or apparent lack of provision for food during day
- Visible physical / personal appearance deterioration – perhaps seen via live streaming
- Student struggling to manage work at home

- Parent/Carer being admitted to hospital with Covid-19
- Reported case of Covid-19 in the student's immediate or extended family
- Report of case of Covid-19 fatality within student or staff body
- Young carer struggling to cope with additional challenge of lock-down e.g. shopping, medication

12. Providing Support during a Local Lockdown

As during the first lockdown, a variety of support measures would be put in place and students and parents would be reminded of these measures.

Staff will always have access to an experienced Safeguarding Lead throughout any period of closure due to lockdown. Staff with concerns should continue to report them through the Duty Safeguarding Lead and staff are reminded that even small concerns can feed into a bigger picture.

12.1 Provision for Key Worker & Vulnerable Students

Provision for key worker students will be available and should be requested in advance via enquiries@carres.uk or enquiries@kshs.uk to ensure that there is a safe ratio of staff to students.

There will also be provision for those students the SENCO and Pastoral Teams deem to be vulnerable and in need of in-school support to work effectively.

12.2 Online Safety & Peer on Peer Abuse

Digital connections will continue to be a key means of communication where self-isolation or a local lockdown is imposed. If a local lockdown is imposed more students may be working unsupervised at home if parents are working and could be exposed to a higher level of risk than they have previously had to manage.

The Trust will continue to direct students and parents to resources such as the National Online Safety guides on their website to minimise this risk as far as possible. Students will be reminded that the AUP still applies and that inappropriate and/or abusive communications will be addressed. Students will be reminded at regular intervals that they should report online abuse to school via help@carres.uk.

12.3 Staff Interactions on Social Media (e.g. WhatsApp)

The Trust accepts that staff also need to maintain a level of social contact to support their mental well-being and that apps like WhatsApp facilitate staff groups maintaining contact. However, staff will be expected to adhere to professional standards throughout groups that are set-up to maintain professional connections.

13. Transition to Secondary School or to Sleaford Joint Sixth Form

Whilst virtual events have taken place with some success they cannot replicate the benefits of attending induction days in school where students get to meet key staff face-to-face as well as their future peers. Trust support teams are aware that this will make transition more challenging for some

students and will put in place measures to ensure that any students who are struggling can receive appropriate support.

14. Support for Students with SEND during the Recovery Period

For students with SEND the return to school under Covid-Secure measures may present additional challenge. Whilst they may have had some time in school during the partial re-opening of school, in September, when all students are returning, school will function in a completely different way. They may struggle to adapt to these circumstances at the same pace as their peers. The SENCO or key worker will ensure that support is enhanced during the early days of the return.

14.1 Covid Secure Compliance and Students with SEND

Those who struggle with emotional regulation have the potential to put themselves and others at risk if they do not comply with the safety expectations. As a first response, the student should be asked to go to Student Support where they can receive targeted support in a safe space to regain their equilibrium. Any form of restraint should be an absolute last resort and only if there is immediate, significant risk of harm to the student or others. Staff supporting students in lessons will have appropriate PPE available for their use should they wish to use it. Where there are specific concerns about the compliance of a student with SEND staff should consult with the relevant SENCO to agree a support plan.

If a student is unable to work safely in the Covid-secure environment then alternative arrangements and provision will be discussed with their parents to ensure that both their access to education and the safety of others in the community can be addressed.

15.Staff Well-Being

The Trust recognises that its staff will continue to be working under conditions that have not previously been experienced and facing challenges that are unique to the pandemic. There are still significant levels of uncertainty with regard to key educational outcomes. Uncertainty and the unknown are stressful entities for teachers wanting to achieve the best possible outcomes for their students. Trust staff are also not immune from the anxiety about Covid-19 and the easing of lockdown restrictions that is permeating communities.

The Trust remains committed to supporting the mental well-being of its staff and will put in place support mechanisms to ensure that staff are supported during this period of recovery.

16. Well-Being Monitoring and Support

Trust Schools will continue to monitor the well-being status of both staff and students. Regular daily face-to-face contact between students and school staff will allow colleagues to note changes in behaviour or demeanour and respond accordingly. Similarly, colleagues

Should a local lockdown be imposed the protocols and methods employed during the first lockdown will be drawn upon: remote surveys and contact calls to students deemed to be high risk with regard to mental wellbeing.

Updated 31 August 2020

17. Parent/Carer Contact with School

Parents are encouraged to use the usual channels of email and phone to contact relevant staff with concerns. Parents will be discouraged from coming into school without ringing first to book an appointment. Where possible meetings with parents will take place via online platforms. Where it is deemed appropriate for a meeting to take place in school meetings will take place under Covid-secure conditions and with due regard for social distancing and any government guidance current at the time of meeting.

18.Recruitment of New Staff

Staff recruitment will continue in order to meet the identified needs of the school. Safer Recruitment trained staff will be involved in the process in accordance with the Safer Recruitment Policy.

Interviews and selection activities held in school will adhere to social distancing protocols. Where students need to be involved this will be via remote connection and chaperoned by a member of the recruitment panel. To achieve suitable social distancing, interviews may need to be held on different dates and at different times.

APPENDIX: Robert Carre Trust Covid-19 Live-Streaming Protocols

Teachers	Students
ONLY use Microsoft Teams.	Dress should be appropriate – no pyjamas!
Parents and Carers must have given consent	Students join no more than 5 minutes before session
Groups: 2-20 students Video AND Audio possible 20+ Audio ONLY	VIDEO: Participate from a communal area at home
Joining instructions should be issued in advance to WHOLE group. NO individual invites.	If not in a communal area JOIN by AUDIO only
A register of participants should be taken. Late & early departures should be recorded.	Classroom expectations re language and behaviour
MUST be two or more students in a session	Etiquette: use CHAT to ask ? Teacher to UNMUTE students to speak
Security controls set. Session recorded.	Students disrupting a session will be disconnected and sanctioned

Acceptable Use Policy applies to both teachers and students

Updated 31 August 2020