



Case Study – Covid 19 Pandemic 2020 - 2022

Building the Capacity and Skills to Lead Happy and Fulfilling Lives

Context		
<p>The Harbour School is a special school and alternative provision for pupils with a range of social, emotional and mental health needs (SEMH). During the pandemic, when the country was in lock down, The Harbour School remained open to all pupils. Pupils were offered a range of face to face and remote learning throughout the pandemic.</p>		
INTENT:	IMPLEMENTATION OF INTERVENTION:	IMPACT:
<p>Safeguarding To maintain a high level of safeguarding for all pupils. All pupils recognised as vulnerable.</p>	<ul style="list-style-type: none"> • School campuses open to pupils • Welfare calls, home door stop visits recorded and tracked from March 2020 • Introduced CPOMs June 2020 and trained staff • Vulnerable Pupil Tracking developed by PCC with link co-ordinators June 2020 – current • On line safeguarding training through PCSB • On line safeguarding training for staff provided through Educare • Pastoral Area Leads meetings established • SLT met twice a week from 2020 moving to weekly – safeguarding and attendance regular agenda items 	<ul style="list-style-type: none"> • Safeguarding concerns recorded, reported and actions taken/followed up. • All pupils spoken with or seen regularly throughout the pandemic • Staff kept up to date with KCSIE and trained to use CPOMs • Pupils with a social worker – meetings maintained and plans reviewed to support the pupil

<p>Infection Control To follow guidance and manage risks with infection control</p>	<ul style="list-style-type: none"> • School Health and Safety working group • Risk Assessment written and updated as guidance changed • Staff Consultation • Quality assurance with PCC, LGB and DET • DHT part of the infection control working group with PCC • Lateral Flow Device testing supported by the University of Portsmouth • All staff offered Covid Vaccinations January 2021, as key workers working face to face with pupils with SEMH needs • Confirmed cases recorded and tracked • Guidance provided by PHE and UKHSA (class with DHT to ensure practice is robust) 	<ul style="list-style-type: none"> • The Harbour School remained open for pupils • Home visits and home learning re-established as soon as possible • Outreach work re-established as soon as possible • PPE and materials available to staff
<p>Engagement in Learning: Remote Learning</p>	<ul style="list-style-type: none"> • Training for teachers using MS Notebook • Investment in IT and key staff provided with MS Surface (from June 2020) • Investment in Schools Broadband • Investment in MS Office • Training for staff using TEAMS • PCC Digital Learning Strategy • PCC Destination Reader Strategy • Use of Class Dojo as a home learning platform • Use of TEAMS for home learning • Work packs and activities provided for learning • Remote learning plan developed 	<ul style="list-style-type: none"> • Pupils remained connected to staff • Pupils provided with learning activities to meet their needs and allow for engagement • The large majority of pupils continued to make progress • Staff capacity and skills improved to be able to deliver remote learning • Safe online learning and lone working practices established for everyone's safety

	<ul style="list-style-type: none"> • Safe learning guide established for pupils, staff and parents • Lead for Cultural Capital recruited to lead cross campus learning • Whole school newsletter published every half term from Spring 2021 • Whole school art projects – bunting and posters for the NHS testing site at Tipner • Curriculum Area Leads (CALs) meetings established Sept 2020 to ensure monitoring of quality of education 	
<p>Examinations and Year 11 Outcomes To ensure positive outcomes for Year 11 pupils</p>	<ul style="list-style-type: none"> • Regular line management for the exams officer • Exams Officer included in CALs meetings • Internal moderation and verification • Pupil work collated and logged • Policies reviewed and published • JCQ visit 	<ul style="list-style-type: none"> • The vast majority of pupils gained qualifications necessary for their next stage in education, employment or training • JCQ visit approval and two actions required – actioned June 2021
<p>Year 11 Leavers To support year 11 leavers into their next stage of employment, education or training, reducing their risk of NEET</p>	<ul style="list-style-type: none"> • Mentor recruited with a focus on pupils at risk of NEET • Increased funding for Careers Guidance • Allocated funding for Year 11 AP pupils 	<ul style="list-style-type: none"> • NEET Figures 2021
<p>Building staff Capacity and Skills To build staff capacity and skills to better equip them to support pupil’s well-being following a period of collective trauma</p>	<ul style="list-style-type: none"> • Investment in Educare Training • Investment in MS Office for all staff • PACE + training and online webinars • Emotional First Aid Training from PHE 	<ul style="list-style-type: none"> • Attendance Figures from Sept 2020 for the full re-opening of schools
<p>Pupil and Families Well being To take a coordinated and evidence-informed approach to mental health and wellbeing to lead</p>	<p>Emotional Health and Wellbeing - Portsmouth Education Partnership</p>	

<p>to improved pupil emotional health and wellbeing to help readiness to learn.</p>	<ul style="list-style-type: none"> • Senior Mental Health Lead – identified and accessing national training • Children and Families Team in place and working with targeted pupils • Turn Around team established to support pupils at KS3 to reintegrate back to mainstream school • Kooth – online access for KS3 and 4 pupils • Promoting Positive Relationships and Behaviour Regulation Policy into Practice: CPD plan and opportunities • MindEd Hub 	
<p>Staff well being To promote good staff wellbeing to have a:</p> <ul style="list-style-type: none"> • Positive impact on pupils, including improved educational outcomes, • Increased productivity of staff members • Reduced absences from work in relation to sickness (both short term and long term) Staff being able to manage stress better and develop healthier coping strategies • Improved job satisfaction, which can support retention • Staff feeling valued, supported and invested in 	<p>March 2020 – identified staff, clinically vulnerable, extremely clinically vulnerable - worked from home. Individual risk assessments, Occupational Health Support.</p> <p>Staff worked on a rota basis for face to face teaching March 2022</p> <p>Universal Support Briefing, de-brief Promoting 5 Steps to well-being Dedicated staff spaces Senior staff check ins/open door Return to work check in CPD promoting positive relationships and reflect and review Consultation open to all staff on Covid 19 risk assessment Access to Sigma Teaching School Training</p> <p>Targeted Support Supervision</p>	<ul style="list-style-type: none"> • Staff Leavers • Staff Recruitment • Staff Absence

	<p>Consultation with Educational Psychologists Consultation with CAMHs Vulnerable Pupil Tracking Link Co-ordinator Peer support and mentoring</p> <p>Specialist Support Employee Assistance Programme provided by Delta Education Trust: educationsupport.org.uk,</p>	
<p>Return to School and Transitions To ensure all transitions are planned to support pupils to attend well and engage in meaningful learning</p>	<p>Return to school Pack Sept 2022 Face to face meetings with pupils and families Home visits Individual Learning Plans Transition Plans</p> <p>ILP review process: working group with the Local Authority and Dual Registered schools to ensure this process in meaningful and purposeful.</p>	<p>Attendance Figures:</p>