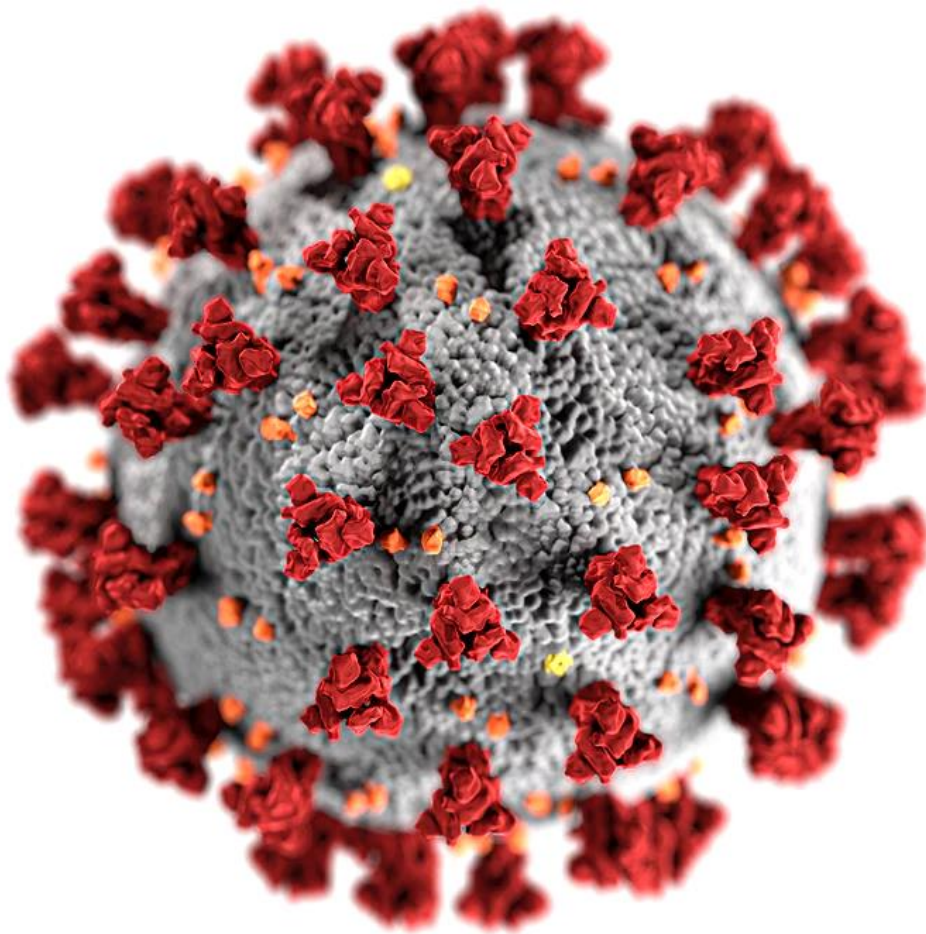


Supporting vulnerable young people through Covid:

How can we work together to take on the challenge?

.....
Loic Menzies



3rd April 2020

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¹ Cover image US Government department: Public Health Image Library, Centers for Disease Control and Prevention.

Foreword

Tom Rees and Loic Menzies

The Covid-19 pandemic has pushed the education and youth sector into uncharted territory.

Head teachers and MAT leaders across the country are working with incredible determination and devotion, rising to the challenge of serving their pupils and communities at this most challenging of times. Already, we have seen colleagues open food banks in their schools, create detailed contact plans to support children in the weeks ahead and helping families negotiate with housing services and landlords.

A lot of discussion has centred around online learning, with schools hatching plans to ensure that learning carries on at home in the months ahead. A lively debate has also taken place about the role of Ofsted and what alternative arrangements should be put into place since the announcement that SATs and exams will not go ahead this summer.

In the background, school leaders are starting to grapple with a number of difficult and uncomfortable questions and they should not have to do this alone.

The Centre for Education and Youth (CfEY) and Ambition Institute therefore came together to convene a space in which teachers, school leaders, youth sector practitioners and policy makers could come together to explore some of the pandemic's less obvious implications, in particular where these disproportionately impact on our most vulnerable pupils.

A different sort of role

Writing in Schools Week² Eleanor Bernardes, a senior leader in an Alternative Provision MAT argues this *"is not about ensuring continuation of education and schooling as we know it"*. Many schools are repurposing themselves to focus on protecting children and families, and there are questions about how the system can come together to do this, as well as how professionals can share and develop the best solutions.

Meanwhile, the government has announced that vulnerable pupils will still be able to attend school. But how will this pan out as more and more of the workforce is unable to come to work? Should settings share staff so that a few schools can stay open against the odds? What will happen to pupils on the edge of the 'vulnerable' category? And how can schools work with local services to identify who is and who isn't on the list?

We also need to understand more about what will go on in the home. We are all too aware of the many disturbing forms of abuse that many children are subject to each day. There are increasing concerns that this could worsen as parents spend



² <https://schoolsweek.co.uk/local-decision-making-must-include-ap-to-deliver-for-vulnerable-pupils/>

more time at home due to home-working, unemployment, care responsibilities and self-isolation. Families under crippling strain will be brought into closer proximity and, as Helen Lewis points out in *The Atlantic*³, this will disproportionately affect families living in overcrowded accommodation. Coupled with the potential for more unpredictable behaviour as adults struggle to deal with housing and food insecurity and unemployment, this could create fertile ground for domestic abuse.

There are also concerns from schools about their capacity to deal with bereavement at a larger scale – something that, sadly, pupils and teachers alike will face in the coming weeks and months. This could be particularly hard for vulnerable pupils, for whom grandparents can often be important care providers. In this scenario, we will need organisations and services to support school leaders to deal with this challenge sympathetically to the best of their abilities.

We should also think about the number of our school staff who could find themselves dealing with grief themselves and how we might equip school leaders to deal with this challenge.

Orchestrating collaboration

Schools leaders and teachers are showing remarkable ingenuity and dedication and we hope that sharing their emerging experiences and responses will provide a helping hand for those trying to rise to the challenge.

This report provides a short summary of the roundtable discussion that took place on Friday 27th March'. The discussion involved ten speakers alongside a contributing audience of nearly 200 individuals. Over 100 teachers and school leaders, approximately 50 wider youth sector professionals and 30 policy makers signed up for the session. A recording of the full discussion can be found on The Centre for Education and Youth's [YouTube Channel](#). On sign up, hundreds submitted information and ideas which we have also included as an appendix to this report.

We know that schools cannot do this on their own, and as we move beyond the initial response to the coronavirus, we hope this short report and the discussions that surround it will help professionals from different services coordinate their response to some of the pandemic's less immediate or obvious implications.

Tom Rees and Loic Menzies
03.04.2020

³ <https://www.theatlantic.com/international/archive/2020/03/feminism-womens-rights-coronavirus-Covid19/608302/>

Contributors

Author and Chair

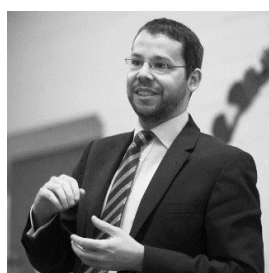


Loic Menzies is Chief Executive of The Centre for Education and Youth. He has worked in education research, evaluation and policy for over ten years. He has authored numerous high profile reports on issues ranging from youth homelessness to teacher recruitment, all based on detailed qualitative and quantitative research. Loic was previously a teacher, youth worker and a tutor for Canterbury Christ Church University Faculty of Education. He has been a trustee of a number of youth and social entrepreneurship charities such as UnLtd and The Kite Trust, as well as a school governor.

Speakers



Eleanor Bernardes is Head of Development and Opportunities for Aspire Schools Multi Academy Trust in Buckinghamshire. The Trust encompasses three PRUs, two smaller SEMH provisions, a two ward hospital school, a medical needs home tuition service that serves the whole of Buckinghamshire, an outreach service that works with all of the secondary schools in the county, and a teaching school. Prior to joining Aspire, Eleanor was Head of Engagement at the CFEY.



Sebastien Chapleau is the Director of the Big Education Conversation. He was previously the Founding Headteacher of La Fontaine Academy which he led for over 6 years. Before setting up La Fontaine Academy, Sebastien was a Senior Community Organiser with Citizens UK, where he worked with Headteachers and community leaders across London, supporting them on issues of social justice.



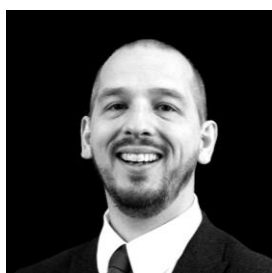
Leora Cruddas is the CEO of the Confederation of School Trusts – the national organisation and sector body for school trusts in England. She has advised successive governments and sits on several Department for Education Advisory Bodies. She is the vice chair of the Head Teacher Standards Review Group. Prior to establishing CST, she was Director of Policy and Public Relations for the Association of School and College Leaders (ASCL). Just before leaving ASCL, Leora established the Commission for Ethical leadership, on which she served as a commissioner. Leora has six years of experience as a Director of Education in two London Local Authorities.



Ben Gadsby is a specialist in education policy. Before joining Impetus, he worked for Teach First, in Parliament, and in local government.



Cath Murray leads the alternative provision policy and research work at the Centre for Social Justice (CSJ), looking at how to improve education for young people not in mainstream school or at risk of exclusion. The CSJ is the hub organisation for IntegratED, a project involving 19 partner organisations, which feed into the CSJ's advocacy work. She was previously commissioning editor for Schools Week and FE Week.



Steve Rollett leads for ASCL on issues relating to the curriculum, assessment and inspection. Steve has collaborated with a range of individuals and organisations in relation to education policy, including publishing an influential analysis of inspection outcomes.. Prior to joining ASCL in 2016, Steve was a vice principal in a challenging secondary school. Having arrived at the school just after it was put into special measures, he helped to transform from it into one of England's most improved schools in less than two years.



Jo Taylor is a child and educational psychologist working in London. He provides psychological services across ten schools for a local authority and also supports a number of organisations working in education and social change. He is a trustee for Haringey Giving and a Winston Churchill Memorial Trust Fellow for 2020.



Liz Todd is Professor of Educational Inclusion. She is known for her work on the interaction between communities and schools, the voice of young people, and respectful democratic approaches to change. Liz is passionate about the role of community organising, Citizens UK, to get everyone working together out of our various bubbles for transformation of communities. She is Director of the Institute for Social Science at Newcastle University. In the past Liz worked as a maths teacher and an educational psychologist.



Tom Rees is the Executive Director for School Leadership at Ambition Institute, a graduate school providing professional development for teachers and school leaders serving children from disadvantaged backgrounds. Tom was a headteacher for ten years and the Education Director of a medium size Multi-Academy Trust before joining Ambition. He is a founder of a charity supporting families affected by Down's syndrome, served on his region's RSC Headteacher Board, and remains a trustee at two Multi Academy Trusts.



Carly Waterman has been an educator for 20 years and a senior leader for the last ten. She has been head teacher of Lodge Park Academy since September 2019 and is also a Governor and Trustee for two Northants schools. She is co-founder of Educating Northants and Regional Leader for WomenEd.

Supporting vulnerable young people through Covid: How can we work together to take on the challenge?

1 Fifteen Ideas for Action

The Workforce

1. Can schools take immediate steps to implement staff rotas, ensuring that all staff have respite and that there is redundancy in the system to cope with sickness at a large scale?
2. Can 'spare' local resources such as volunteers from the community be mapped into rotas to provide some of this wiggle-room or redundancy?
3. Could SENCOs and TAs take on modified roles as part of a 'team around the child'?
4. Can secondary school teachers' roles be flipped over so that responsibilities like being a form tutor become core parts of the role during the immediate, interim period?
5. Can someone in each local area convene regular (daily) meetings between different providers and services to provide 'a helicopter view'?

Resources and Curriculum

6. Can companies, organisations or the government take further steps to stop disparities in internet data access acting as barriers to learning?
7. Can 'learning packs' include a balanced mix of activities and basics that help all young people learn alongside their family regardless of the resources they have in the home?
8. Can other individuals and services in the community (like taxi drivers in Nottingham) help schools to deliver the basics that families need?
9. Can we use existing and emerging evidence about the effectiveness of online learning to determine the appropriate level of resource and effort to invest in the immediate response?
10. Can we begin to share high quality thinking and evidence regarding how schools could plan their reopening, taking into account key areas such as transitions, attendance, pastoral support and exacerbated divergences in curriculum acquisition?

Outreach, Wellbeing and Safeguarding

11. Can pupils be regularly RAG rated, to ascertain their changing support needs?
12. If teachers are stepping into gaps normally filled by social services can they access support and advice on how to do this appropriately – including professional supervision if appropriate?
13. Can schools access support to plan for how they will communicate bereavements and support those who are directly and indirectly affected?
14. In the event of school closures extending into the second half of the summer term, how can teachers working at the start and end of different phases support pupils as they prepare to move between institutions, for example by marking endings and helping pupils through induction?
15. Can vocational courses be re-profiled to ensure disrupted work placements do not place students at a disadvantage in the labour market, or stop them from achieving qualifications?

2 The Workforce

The Education and youth sector workforce are under huge strain and roles are changing fast, particularly in schools where there are large numbers of vulnerable pupils. Institutional silos are having to be broken down to allow for collaboration and as larger numbers of professionals become unwell, the strain is likely to increase considerably.

2.1 Looking after practitioners

Education and youth sector professionals need to 'put their own oxygen mask on first'. The workforce needs to be looked after and protected if they are to provide young people with the support they need in a sustainable way during protracted disruption. This will require a mixture of 'compassionate leadership', recognising the unusual strains education and youth sector professionals are facing, structures that keep the burden manageable (search as early implementation of rotas), and practical steps to reduce exposure by ensuring Personal Protection Equipment (PPE) is available where necessary - for example when staff make home visits.

"The young people we're responsible for can only continue to be looked after if we maintain the wellbeing of the workforce. We need to keep in mind that people are scared - that's natural and we need to be responding to that"

Eleanor Bernardes

Roundtable contributors pointed out that demands have increased massively and efforts to rise to this are heroic. However "this is a marathon not a sprint" and opportunities for respite normally afforded by holidays may not occur in their usual manner and head teachers and MAT leader are often trying to come up with the answer to all the emerging challenges on their own, leaving them exhausted.

"It can't be business as usual. We need to nail that really quickly, the stress that that will put on teachers' own families would be too great. Trying to do a good job of teaching, and looking after their own families is too much. We need to think of learning in a very different way and what we want."

Liz Todd

On long sea journeys, sailors do not wait until they are tired at night to institute a rota of watches. Similarly schools will be pushed into implementing rotas once staff are off sick or caring for family members in large numbers, but some have instituted rotas at an early stage. However this may need to happen across groups of schools rather than institution by institution as larger numbers become unavailable for work. One MAT has therefore pooled emergency provision for key workers across its schools and this is being hosted by their sponsor, an FE college. This has worked well and other schools are now interested in learning more about this approach.

Leora Cruddas argued that staffing should take into account the resources available in the community, not just the school and Tom Rees pointed out that resilient staffing also depends on avoiding single person dependency when it comes to relationships with pupils and their families:

"What knowledge lives in individuals' heads and to what extent do we rely on individuals within schools who hold relationships. How can we share that to build resilience when people may be off sick?"

Tom Rees

2.2 Local co-ordination

School, cross-school and wider structures are not currently set up to facilitate collaboration. This means that it is hard to move teachers across schools and allocate points of contact to families in a coordinated way.

"We need to think about local solutions. I'm in discussions with other head teachers in my area to talk about how, if we are in this for the long haul, how we're going to work together"

Carly Waterman

"Many in the AP sector ... what they want is for the local council to talk to them and develop a joint strategy."

Cath Murray

While individual school leaders are in some cases taking a lead in brokering collaboration, it is helpful when someone can take what Eleanor Bernardes described as "a helicopter view" - something that has been done in her area by the Director of Children's Services.

"In Buckinghamshire I've been lucky that every night our Director of Children's Services pulls together a working group with representatives from schools, social care, and special needs departments. We're now having regular conversations at that level about what the resources are and how we can work together."

"In moving towards our new outreach model, our staff are falling over themselves to volunteer to get involved but we need to know as leaders that we're not duplicating risk with contact. We therefore have to identify who is best placed to go out to those families rather than sending lots of different people to work with the same family. That's also important so that we can free up resources to spread them across different families rather than just those most in need."

Eleanor Bernardes

2.3 Redefining the role of teachers and other professionals

Pastoral roles, such as that of form tutors and Heads of Year have taken on disproportionate importance compared to normal times. Meanwhile curriculum roles have, arguably become less immediately critical in the initial response.

Carly Waterman has therefore been encouraging staff to focus not just on their subject specific roles, but to think about the pupils they have a pastoral relationship with, (for example as form tutor).

"We can't teach and educate the way we would if pupils if they were in school and I think we need to accept that... We need to redeploy or repurpose our staff – my pastoral team are relatively small. What I really need is a small army of people who can do the welfare work. "

Carly Waterman

SENCOs and teaching assistants' roles could potentially shift too and Carly argues for a 'team around the child'. This involves identifying the professionals who know a child best and allocating these individuals to the pupil.

"We shouldn't underestimate how well we know our pupils and we need to focus on a 'team around the child' identifying who knows each student best - whether that be a form tutor or another pastoral leader, SENCO or LSA. They can provide a small team around that child and family, having those conversations and constant contact to help them with whatever barrier they may be facing. We need to redeploy our staff that way. Families have really appreciated that we have been on the phone or on the doorstep."

Carly Waterman



Ideas for action

1. Can schools take immediate steps to implement staff rotas, ensuring that all staff have respite and that there is redundancy in the system to cope with sickness at a large scale?
2. Can 'spare' local resources such as volunteers from the community be mapped into rotas to provide some of this wiggle-room or redundancy?
3. Could SENCOs and TAs take on modified roles as part of a 'team around the child'?
4. Can secondary school teachers' roles be flipped over so that responsibilities like being a form tutor become core parts the role during the immediate, interim period?
5. Can someone in each local area convene regular (daily) meetings between different providers and services to provide 'a helicopter view'?

3 Resources and Curriculum

Schools frequently play a role in levelling out disparities between families' access to resources, providing meals at lunchtime (and in many cases breakfast) and ensuring learning is accessible to as many pupils as possible. Covid has disrupted much of their ability to do this, whilst widening disparities between families yet further. Some steps have been taken at policy level to address this (for example providing vouchers for FSM pupils), but the challenges go well beyond this and many schools are having to patch over gaps and act as families' first line of support.

3.1 Food

Much of the immediate response to Covid focused on provision of food, particularly in relation to free school meals, but also where schools needed to compensate for overstretched or closed foodbanks.

Food remains an important concern, particularly with regard to holiday food, both during the Easter holidays and, potentially, May half term. Roundtable participants described the helpful role being played by community groups, for example those providing a soup kitchen in the North East. However they also raised the fact that many families are suddenly being pushed into poverty and that schools are having to step in rapidly to provide food for pupils who were not previously identified as eligible for Free School Meals.

3.2 Technology and data

According to the IPPR "an estimated 1 million children and their families do not have adequate access to a device or connectivity at home. And while figures are unavailable for those under-16, more than a third (36 per cent) of 16-24 year olds live in mobile-only households"⁴. Meanwhile a survey by Teach First referenced by Seb Chapleau revealed that only 2 per cent of teachers working in the most disadvantaged schools believe their pupils have adequate access to online learning⁵.

Unequal access to technology is likely to widen educational divides and disparities as dependency on online learning increases. Carly Waterman's school has therefore distributed laptops where necessary. However data is proving to be an additional hurdle since not all families have access to wifi at home. Some schools



⁴ <https://www.ippr.org/research/publications/children-of-the-pandemic>

⁵ <https://www.teachfirst.org.uk/press-release/only-2-teachers-working-most-disadvantaged-communities-believe-all-their-pupils-have>

have responded by handing out data dongles and Seb Chapleau has been involved in the campaign that has led telecom companies to uncap data allowances on phones. However, disadvantaged families frequently rely on pay-as-you-go services so the DfE may need to step in and provide vouchers for data in the same way they do for food.

3.3 Basics

Gaps in other basics were flagged by many participants and attendees with Professor Liz Todd noting that some families do not have pens and paper at home. Meanwhile Cath Murray referred to findings in a recent Centre for Social Justice survey of AP schools and providers, showing that many are concerned about a lack of hand sanitiser which they need in order to operate safely and in some cases, the lack of running hot water. School are therefore thinking carefully about what resources they include in the learning packs they send home. Chillingham Road Primary School in the North East for example, has included exercise books, a novel and a set of five activities that pupils can take part in alongside their family. Unusual partnerships are also emerging, with taxi drivers in Nottingham working with schools to deliver food to families.

3.4 Curriculum

There was some debate about what implications the pandemic might have for the school curriculum, including whether it should drive the sector towards rethinking the content of the curriculum as well as its delivery so that there was more of a focus on skills (or arguably dispositions) such as resilience. There were also strong arguments made to 'protect the role of schools as 'knowledge and academic institutions'. This is partly linked to questions about what schools should be prioritising, which we return to in the our conclusion, arguing that priorities will inevitably change as the response moves through different phases and depending on a school's context. Carly Waterman points out though, that in their efforts to provide as full as possible a curriculum there is a risk of overloading families at a time when they are having to cope with considerable strain

This is partly linked to questions about what schools should be prioritising, which we return to in the our conclusion, since priorities will inevitably change as the response moves through different phases. Carly Waterman points out though, that in their efforts to provide as full a curriculum as possible, there is a risk of overloading families at a time when they are having to cope with considerable strain.

"Families and pupils are feeling they need to submit work to be marked, which is adding pressure to and really, the focus needs to be on their emotional and physical health at the moment. So we're trying to do things like encouraging them to go on their daily walk- that they spend time with their family and do things that they love."

Carly Waterman

Tom Rees also pointed out that approaches to online and distance learning will no doubt evolve over time as this is uncharted territory for many schools. He therefore



argued that it may be best to focus curriculum planning on the medium term horizon rather than immediate response phase. This will be particularly important given that there will have been an even greater divergence in learning experiences than normal during the pandemic. This may have considerable implications for next year's curriculum.

'Schools are making best efforts to try and continue curriculum provision through this time and we are likely to learn some useful lessons in the weeks and months ahead about distance learning. But we also know that the implementation of new technologies is hard and that quick implementations from a standing start are often problematic and so we should also be pragmatic and realistic here. Perhaps a bigger opportunity to address the inevitable increased gap in learning is to invest quality time and planning into the curriculum provision for next academic year, including early and meaningful assessment of needs'.

Tom Rees

Ideas for action

1. Can companies, organisations or the government take further steps to stop disparities in internet data access acting as barriers to learning?
2. Can 'learning packs' include a balanced mix of activities and basics that help all young people learn alongside their family regardless of the resources they have in the home?
3. Can other individuals and services in the community (like taxi drivers in Nottingham) help schools to deliver the basics that families need?
4. Can we use existing and emerging evidence about the effectiveness of online learning to determine the appropriate level of resource and effort to invest in the immediate response?
5. Can we begin to share high quality thinking and evidence regarding how schools could plan their reopening, taking into account key areas such as transitions, attendance, pastoral support and exacerbated divergences in curriculum acquisition?

4 Outreach, wellbeing and safeguarding

More than ever, schools serving vulnerable pupils are having to think well beyond the school gates and this means that they are having to operate outside of their walls and their traditional remit. Concerns like safeguarding, wellbeing, mental health and post-school transitions have always been important priorities but they have now been forced to the fore.

4.1 Beyond the school walls

The school walls no longer mark the boundary of schools' remit, if indeed they ever did. Whilst some vulnerable pupils and children of key workers are still attending school, managing these pupils is only one of schools' responsibilities, and not all schools are even able to accommodate pupils.

"Very early on we deemed that none of our sites were safe for pupils and staff because of the design of our buildings and the ratios. So we turned into an outreach model. We have therefore concentrated on getting food out to our students and making daily calls."

Eleanor Bernardes

It is clear that different families will need varying levels of support and different approaches. Several attendees said they were RAG rating pupils to decide on the appropriate level of support. According to our survey, triage like this is guiding many schools' decisions about frequency of check-ins and whether these can take place over the phone or whether they require doorstep visits.

However, for schools serving large numbers of vulnerable pupils, almost all pupils fit into the 'red' category. For many of those working in alternative provision this means they are having to abandon the old adage that "teachers aren't social workers".

"A lot of AP schools feel they're filling gaps left by social workers and one in seven have been asked to carry out welfare checks – on a daily basis or every two days... Keeping children safe is their main concern. One Head told us that in the first week they had to make two referrals to social care following calls from the police about domestic violence incidents."

"Teachers are not social workers and they are there to teach, but at the moment... there are children who are falling off the radar, where it becomes about basic needs.... We already had a lack of social workers and now many are off work. So who is doing that work? Teachers are saying 'we know those pupils' so it makes sense to step in and do that welfare role right now... there is a crisis response needed"

Cath Murray

On the other hand, maintaining contact can be difficult, particularly for schools that struggle to build links with home at the best of times.

"The question we've heard is, 'How do we look after vulnerable young people when they are no longer in school?' Although the pupils might qualify to be in school as they're vulnerable, they're having very low attendance so the question"

is how do you run an outreach model? Not all families are picking up the phone, so we're already hearing concerns about losing touch."

Cath Murray

This raises concerns that with social services stretched, and AP schools cut off from their pupils, highly vulnerable pupils could drop off the radar. Unfortunately, many of these pupils will be at risk of gang and county lines involvement.

Abbee McLatchie from the National Youth Agency argued that youth workers could play a role here and the National Youth Agency has worked with UK Youth to produce guidance in response to Covid on topics such as digital safeguarding⁶. Leora Cruddas also called for an addendum to "Keeping Children Safe"⁷ to provide a broad protocol that all trusts, schools and local authorities can follow, rather than each coming up with their own response.

4.2 Bereavement

Eleanor Bernardes shared the difficult experience of informing staff that a former pupil had passed away after contracting Covid. As Tom Rees noted, experiences like these are immensely challenging but will become increasingly widespread. For Eleanor, support from a CAMHS link worker was hugely helpful in guiding her response.

"The only way I could possibly write that email to staff was to feel confident that I knew I was recommending the right approach to them, and sharing links to what support was available"

Eleanor Bernardes

Jo Taylor also emphasised the support from other services that schools should be able to draw on by using resources allocated to critical incidents.

"Educational Psychology services quite often help with critical incidents for example a moment when a person dies or something really big and confusing happens. In the local authorities I've worked in, there is a pot of money ... for these occasions. In our team we have been talking about how that might be deployed. It's also important to note that when someone experiences bereavement, support is often put in place in the short term. But, professionals should adopt an approach of "watchful waiting" to make sure that they are able to support CYP around anniversaries or events which might bring up emotions around death, months later."

Jo Taylor



⁶ https://www.ukyouth.org/?option=com_k2&view=item&id=160:contact-us&Itemid=1

⁷ <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

4.3 Mental Health

Jo Taylor went on to argue that building children and families' wellbeing and resilience is going to be a critical part of recovery from the pandemic but that it will be important to be sensitive to what children and young people want and how they prefer or, are able to access, different interventions.

This will be an issue of social justice. How much hardship families face, and their living conditions whilst socially isolated will impact on young people's ability to maintain their wellbeing. Liz Todd therefore suggested that we should recognise an opportunity to repurpose different professionals, since a protracted period of austerity has led to many educational psychologists having their work limited to statutory assessments rather than the broad range of community and mental health support work that they are well placed to provide once we move into recovery phase.

4.4 Transitions and continuity of education

Protracted school closures are likely to disrupt transitions between school phases. Pupils will miss out on the chance to end their time in one institution properly before moving on.

"There are really important considerations about 'endings' and relationships. If we're having children moving from one setting to another, not being able to say goodbye to people they've previously learned with. We need to think about how to facilitate all those things to prevent difficulties with mental health and to preserve wellbeing"

Jo Taylor

Gaps already widen, and learning is already lost when pupils move between phases (particularly primary and secondary school). This may be exacerbated by extended school closures since normal induction processes may not take place and contact between phase leaders will be reduced. Some schools and colleges are therefore taking steps to smooth the transition, for example by opening up their teaching to pupils in the preceding phase in preparation for autumn term.

Many students on vocational courses are also on the cusp of embarking on work placements which may now not take place and this could severely disrupt their studies in a way that is not easily compensated for by online learning. Alternative learning opportunities therefore need to be identified.

"We are reaching out to large employers groups and large companies to see if there are modules which we can put online or things we could put in place free of charge or subsidised so that students who would normally be on the ground learning practical skills to take jobs later in the year are not left behind."

Seb Chapleau



4.5 Pupils on the edge of vulnerability

It is not only pupils who are officially designated as vulnerable who need support, and many risk becoming vulnerable as a result of recent events. Schools are therefore having to reassess which pupils need support and they will need to continue doing this on a regular basis throughout the pandemic and avoid overly rigid designations.

"We've been doing lots of doorstep visits and calls, but also extending that support beyond just pupils who are classified as vulnerable to other children and families who we know will not necessarily be coping with the strain of this"

Carly Waterman

Ideas for action

1. Can pupils be regularly RAG rated, to ascertain their changing support needs?
2. If teachers are stepping into gaps normally filled by social services can they access support and advice on how to do this appropriately – including professional supervision if appropriate?
3. Can schools access support to plan for how they will communicate bereavements and support those who are directly and indirectly affected?
4. In the event of school closures extending into the second half of the summer term, how can teachers working at the start and end of different phases support pupils as they prepare to move between institutions, for example by marking endings and helping pupils through induction?
5. Can vocational courses be re-profiled to ensure disrupted work placements do not place students at a disadvantage in the labour market, or stop them from achieving qualifications?

5 Conclusion

Perhaps the toughest challenge at this time is balancing the myriad competing priorities the education and youth sector is facing as it attempts to support vulnerable learners in what Ben Gadsby described as 'a giant game of whack-a-mole'.

As a result, there are differing views regarding the extent to which schools should focus on crisis management and pastoral support or academic learning.



"What's our role now, in the short term? We need to stop calling this school. We're still talking about school but that will only get us so far. The sooner we can think about this as a solution to something that's bigger than the sooner we can be flexible and design effective answers to the problems we're facing"

Eleanor Bernards

"We must protect the integrity of schools as knowledge and academic institutions where children learn.... We must protect their right to learn"

Leora Cruddas

Yet these two apparently conflicting remits are not necessarily mutually exclusive. The balance will depend greatly on the demographic a school serves and will change over time as the sector moves between phases in its response. Leaders are therefore rapidly having to choose their focus since doing everything at once is not sustainable. They need to be trusted *and supported* to make these judgements based on local and professional insight.

According to Carly Waterman "we might need to a hiatus while we deal with immediate concerns", however this cannot go on forever since as Steve Rollett points out there is a considerable risk that educational inequality will be exacerbated by the pandemic.

"Eventually we will need to come up with an exit strategy and move towards something that approaches normality. It is really important that we remember that yes it's not business as usual... but also there is a really fundamental entitlement, and I worry, that if we don't get that balance right, it's some of our vulnerable pupils who rely on that contact from school and that work who will suffer. So we do need to help leaders look beyond the immediacy of the here and now"

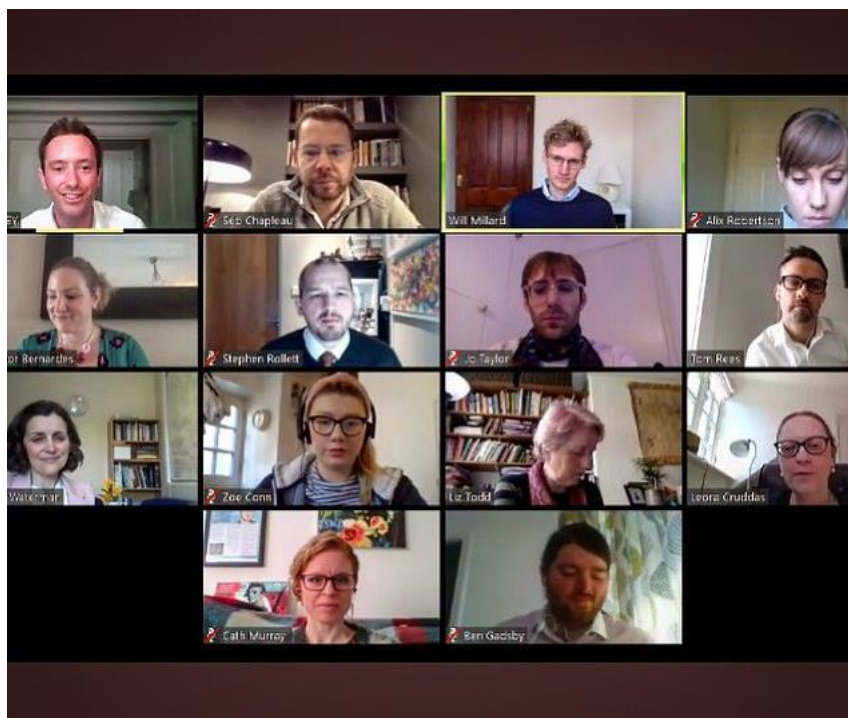
Steve Rollett

At a system level, the appropriate response will depend on the duration of school closures since, as Ben Gadsby argues, this will affect the extent to which sector needs to focus on damage limitation compared to damage repair.

"We don't actually know when 'after this' is... if it goes on for 12 to 18 months our focus might be more on damage limitation, but if we're lucky and it's more like three months, then by the time we have worked out the answer it will be too late, so we should concentrate on how we will repair the gaps that we know are opening up"

Ben Gadsby

The situation is too uncertain to know the answer to any of these questions, but we hope that discussions like these will provide the cross-sector, on the ground insight needed to ensure that professionals are not having to grapple with these questions on their own, and that policy makers understand what is going on at the (virtual) chalk-face.



Roundtable participants during the discussion

6 Afterword



Up and down the country, and across the globe, people are under strain. They might not be physically tired, but the mental strain of the last few weeks has been intense.

Many people have been acting under pressure, or, as we say at Aspire 'in chimp mode' for a sustained period of time. I am no psychologist, but I know that when we are under strain in this way, we think in terms of 'fight' or 'flight' and we see threats everywhere.

We are all in this situation together. Many of us will be making decisions based on incomplete sets of information, but we are all making decisions from the best possible place; from the heart.

At times like these we all need support to be our best possible selves, and part of this means always looking for the best possible interpretation of what people say and do.

We owe it to the young people we serve to share the challenges we are facing and the successes and failures of our attempts to respond. So let's make sure we do that in a generous, sensitive and constructive way.

Eleanor Bernardes
Aspire AP

7 Appendix: Responses to sign up survey

Please share any questions or concerns you would like us to discuss as part of the roundtable	Please tell us about any experiences you have had, or approaches you have taken, in responding to Covid.
We are working with member schools to understand their situation and respond to their needs.	The Key has been writing new guidance and resources for all schools since the outbreak see more detail here https://schoolleaders.thekeysupport.com/administration-and-management/coronavirus-Covid-19-what-you-need-know/?marker=module-imagepromo-maxi
Access to tech (for home learning)	Supported appeal to DfE and retailers to ensure food vouchers were made available. Discussed at length with major retailers to flesh out what a National Scheme could/should look like. Coordinating an appeal to Tech Companies for support to be provided in terms of devices and data for children needing to stay home. Developing local networks to establish what a coordinated response can look like, particularly in areas of high deprivation.
<ul style="list-style-type: none"> - Working with Virtual Schools to support education and use of PP+ for looked after and formerly looked after children at this time. - Ensuring children in care aren't disadvantaged by plans to reward grades based on grade predictions and available examinations given evidence around teachers' negative perceptions etc. - Role of schools in child protection - concerns over those on the edges of care for whom school may be the safest place. 	Guidance for children in care and care leavers on our website: https://becomecharity.org.uk/coronavirus
What the conversation around HE/outreach provision will look like from a schools/advocates/HE perspective.	
	Adapting provision for schools (digital/virtual), considering community applications of psychology.
Interruption of access to extra-curricular opportunities that can help the more disadvantaged develop social and cultural experiences and skills key to educational progression.	
How can volunteers support? People are out of work due to the closure of retail and hospitality, local people want to give their time. But how to best make use of them and not be an extra burden to schools to organise.	Offered my time to the school where I am a governor.
How do we ensure access to food for all vulnerable children, not just those on FSM?	Stopped visiting schools in job role and taken steps to support schools to continue to access food. Written corona response documents with HT as governor. Supporting LA response to food challenges
	http://online.fliphtml5.com/knfko/edlj/
	I have an article for schoolsworld on Sunday, thinking creatively about how #SchoolsCanHelp their community

Competing agendas and remits potentially hampering local efforts to coordinate. We need to decide who leads local efforts - at the moment there looks to be conflict between LAs and MATs. Not helpful. Local solutions created with humility and without ego or agenda needed. Civic leadership in its truest sense, not in a one-upmanship way.	Too many to type. :) Also happy to be a participant but I'm sure you'll have other more experienced Headteachers who would be better placed to speak.
How will the psychological well-being of students be supported?	Sharing information with schools on how to promote the wellbeing of staff and parents
EHCP; ongoing serious safeguarding cases;	A week of planning for and implementing phase 1 closure of 10 very different types of school.
	<p>I am a co-founder of non-profit East Learning, which provides students with online development coaching and helps schools use the insights generated to ensure their individual and collective support offerings meet the needs and interests of students (in their own words).</p> <p>We are working to rapidly adapt our existing software to help schools monitor how their students are faring at home, and students discover vetted, high quality online resources related to all aspects of personal development which tie in to the specific areas they have selected to work on. At the same time, we're working with United Learning schools to determine how else we can help, given we already have a lot of the technical infrastructure in place to provide digital solutions.</p> <p>We are also coordinating a response from a wide number of educational ventures linked to the Young Foundation, as well as funders and corporates, to make sure that collectively we are meeting the new and adapting needs being faced by young people, their families and their schools as effectively as we can (our thinking was exactly the same as yours - that we'd be far more effective doing this together than in silo).</p> <p>As an aside - I wasn't sure whether to sign up as a panellist or audience member - if you'd like an additional voice from a provider perspective then I would be more than happy to do that instead. Otherwise I will listen to the challenges and go away to determine with my teams how best to address them!</p>
Should we be providing a holiday style provision (activities planned) or should be simply be providing adult supervision so children can complete the tasks set like all other students? How much contact (including group size) should the students have?	Online learning provision through Google Classrooms, digital equity audit and provision of hard copy resources for these students and vulnerable students not eligible to come to school but would benefit from hard copies.
How are Trusts planning for the multitude of contingencies such as pooling settings to ensure a service can continue to be provided when staff absence becomes problematic?	Our MAT academies will probably have one of the higher rates of key workers and vulnerable children. We have established our Trust approach to directly support families who qualify for FSM.

<p>What different arrangements provided by local authorities, schools and charities can protect children and young people whose family situations might become unsafe for them over the coming weeks and months given the need for social distancing (ie the difficulty in welfare /wellbeing / safe guarding professionals being able to do their usual job)?</p> <p>Given inequalities in children/young people's access to learning resources at home, what do we need to do now and when this crisis ends to help children who are disadvantaged (ie financially, in terms of social and cultural capital etc) to catch up in terms of educational attainment?</p> <p>What is the fairest way to make sure over the coming weeks and months of this crisis that all children /young people and their families have enough to eat?</p>	<p>Trying to find out some answers to above questions by talking to friends and contacts and via twitter conversations</p>
<p>Schools and education settings alone are not the answer to the problems we're facing</p>	<p>Trying to get colleagues to change their thinking around how to respond to the challenges we face</p>
<p>How do vulnerable young people respond to the online content?</p> <p>How are we going to tackle the access problem when it comes to online/distance learning? not every child around the country has access to internet/computer/TV. Is this going to perpetuate poverty and inequity?</p> <p>Many believe the current situation should be the start of a system change. How can we change a system when we don't have a solid plan and how can we ensure the new system is an inclusive one? What measurements we need in place?</p>	
<p>How can we best support parents who feel unable to support their child's learning at home (either because of time or ability)?</p>	<p>Over the past fortnight we have been working with our schools to (a) pause our delivered programmes; (b) establish new norms of working; (c) develop new methods of delivering our impact through a remote approach.</p>
<p>How are schools maintaining those key relationships for vulnerable children ?</p> <p>How are they providing a safe space for children to explore the emotions that this is creating ?</p>	
	<p>Organising reduced opening for the Community Nursery where I am Chair of Trustees, managing staffing and cover going forward.</p>
<p>How can charities best support schools during this time? How can volunteers be best used?</p>	<p>Sharing all resources including tutor versions so that parents have materials to work through with their children and have a way to mark work. We are investigating what tech could be used to set up online tutoring. We are asking our volunteers to support in schools where key worker children are still being educated.</p>
<p>As school's are now being asked to remain open for the children of key workers, what actions are being put in place for students not in this category, and specifically what can be done to support those students about to leave secondary</p>	

school, or indeed transition to secondary from primary?	
Teachers we've worked with in the past have said that vulnerable young people and children "go backwards" in the summer holidays compared to their peers, and are effectively playing catch-up for the first few weeks of the new school year. This is true in academic terms, but also in terms of social and life skills such as teamwork and confidence. Summer holidays are 6 weeks; this break will almost certainly be longer. How can we not only support vulnerable children and young people through this time to minimise that gap opening up, but also plan to support their return to formal education as and when that happens?	We find children and young people respond better to challenging ideas when there is a sense of purpose or a goal ahead. Many arts organisations are compiling lists of suggestions for creative activities for children and young people to do at home, which are fun but can lack the longer term process and motivation. On our own very small scale, we are hoping to address this by launching an open call for script submissions, where we will take on any ideas that we feel have the potential to work in our school projects once those start up again, and pay royalties once the scripts go into rehearsals. The age of the author doesn't matter, so we're hoping that young people will want to submit scripts too. We want to get young people to think past a time when there are limits on what it is safe to do, and to be taking steps to plan for the future. We are a tiny organisation, and this is all we can do for now; I'd be really interested to hear if other organisations/schools are able to take on this idea and to start listening to and developing young people's ideas for their future during this shutdown.
<ul style="list-style-type: none"> - Talks of online schooling and learning are all well and good but are these realistic for vulnerable young people? Will they have the tech and space at home to work? How can we engage them if we're not seeing them physically. - Safeguarding issues could escalate during this crisis and go unchecked. How can we help vulnerable young people report concerns when they're not in school and get help where needed? - Once some normality has returned, how can schools and charities be ready to help vulnerable young people catch up, given this crisis is surely likely to only widen the attainment gap? 	As Action Tutoring face to face delivery has ceased for now, we are beginning to get in touch with some of our schools to see if there is a way we could safely deliver online support to pupils during this time, but there are significant barriers to overcome before we can roll out.
I'm interested to know how schools are coping with negotiating the confusion around 'key worker' status. Also whether schools are considering support from volunteers/ local businesses during this challenging time eg. catering companies who may be able to support with meals etc.	Future First support schools to connect with alumni and other relatable role models in order to build students' confidence, motivation and life chances. We are developing support options volunteers can get involved in from home, focusing on sharing knowledge and information about jobs and pathways as well issues which young people may be in particular need of at this time eg. resilience skills.
How do we ensure that all children are equally supported across LAs and school settings?	Setting up all online / distance learning. Check-ins with LAC.

How can we be sure that the most vulnerable children in our care are safe and appropriately looked after? How do you ensure that all FSM families are aware of the meal support available to them? Especially if they are not native English speakers. What happens in the situation where social workers are not available to ensure vulnerable children are safeguarded?	Wellbeing calls to all vulnerable children not attending school.
What are the 'triage period' needs and the longer term needs of teachers, parents and students for remote learning and learning in institutes that are still open? What are the most impressive resources that have been identified/ are being used to support students social and emotional wellbeing and learning?	The programme I am working on Generation Global has completely pivoted to respond to this global challenge. We will simplify and expand our free global programme and seek to engage many more young people in dialogue with their global peers.
How can we provide educators with high impact, cross curricular, inclusive resources to use with a broad range of ages and abilities?	
	Coordinating a community-wide response to ensure people have access to food + essential items, financial information + advice, and mental health + wellbeing support
If funding was made available, what should it specifically be used for to enable and improve home learning for children living in low income households? What research would be needed in order to make this case?	We're mapping LA provision and response to the Government's mandates, and will be looking to share best and effective practice across the sector where appropriate.
Ways of safely supporting young people who don't have access to online.	Community groups working on 3 areas; food & essentials, mental health & well-being and advice. We have approx 50 professionals and local residents involved in this support group.
My main concern regards children who have complex needs and for various reasons may be unable to make it in the list of 'vulnerable' children still able to go to school. Other questions/concerns regard: limiting use of social media (how do we get this across to parents)	Reach Children's Hub has mobilised organisations working with vulnerable populations (children, youths and the elderly) in Feltham, Bedfont and Hanworth. This consortium has access to a wide range of expertise, resources and populations and have been divided within three work streams: Food; Financial Aid; Mental Health and Well-Being. Organisations within each work stream collaborate to put in place strategies and actions for the weeks/months to come to provide different types of support to the most vulnerable in these 3 wards of Hounslow. While this is uncharted territory for everyone, we are aware that this is not a sprint, but a marathon and that we need to pace and adapt our approaches appropriately along the way.
How to best support children with EHCPs that are currently being homeschooled (as a result of self isolation)	
Children need a competent adult who holds them in mind. Could staff who might be now largely idle if they don't have their own children, be allocated to vulnerable kids in their school to contact and keep in touch daily without creating safeguarding issues?	Encouraging pupils to describe and draw their current feelings. Sharing stories of people behaving positively to each other (rather than the bun fights for toilet rolls and stealing hand sanitiser).
How to engage youth workers in the 'repurposing' of schools and educational settings	
Access to IT, provision of a place to work, mentoring and motivation, case-by-case support	None

Supporting vulnerable young people in overcrowded housing.	
<p>What will schools be doing to support year 10 with their lost learning at GCSE level?</p> <p>What will schools be doing to support engagement with their remote learning - particularly considering negative phone calls home due to inactivity might add pressure to an already pressured time</p> <p>How are schools communicating with their middle leaders who priorities are lost learning in the subjects, and helping them redirect their focus during the crisis?</p>	<p>We have developed a remote learning through google classroom. Staff are being told to work from home. Our teachers are responding well to google classroom but the engagement of our pupils is not very good. We are in a deprived borough of London with 187 FSM pupils. We have a higher than average number of pupils with an EHCP, and who would be considered vulnerable. We have provided a skeleton staff for key workers and other key demographics needing support during the crisis. With long term closure of schools looking to be a possibility I am looking at the next phase of remote learning particularly looking at how we can use it to communicate home in a positive, caring way that might be able to relieve some of the pressures. We are considering how best to provide wellbeing and care to our pupils and parents/guardians. We have done a lot to support the short term, but I am now looking to develop a medium term plan to support our remote learning.</p>
Fair and equitable access to digital technology	Working with Camden organisations to respond to the digital divide and to support teachers/young people to access courses/enrichment
how can colleagues from different levels in a school system be better prepared to cater to vulnerable groups the next time we are possibly in a similar situation?	I have worked with my department (english) to create online resources and we are working towards launching interactive platforms that we can use with our students but internet access is a significant barrier for the area I teach in
We are keen not to overwhelm education professionals, however have much to offer that can enrich learning.	All of our programmes will be delivered virtually in the coming months. As a provider of 'extra-curricular' activities, it is uncertain how the sector will be able to respond to some of these 'offers' in the current crisis. At the same time, we offer many opportunities to enrich learners' lives and experiences beyond core education and care needs - such as connecting to the wider world and broadening horizons.
I would like to know what measures are being put in place to ensure the safety of vulnerable children. I would also like to know how someone like me, a full time worker no longer in teaching, based in London with strong links to business, can help.	I pushed for working from home before the regulations dictated to do so because I was using the tube to get to work and was concerned for the vulnerable groups in society. I have done shopping for my mum who is in said vulnerable group and intend to continue to do so (online shopping is booked out for weeks) but would like to get further involved in community action.
	Supporting ASCL members through guidance etc
How do we ensure our most vulnerable children (without social workers) are effectively safeguarded? Beyond phone calls.	RAG rated call list for parent/child contact - twice weekly, weekly, bi-weekly - recording all contact and highlighting/reporting concerns.
<p>How do we maintain 'good' contact with a broad sample of our students throughout closure?</p> <p>How do we combat the loss of learning that will be amplified for our disadvantaged students?</p> <p>What will education look like, when this is all over?</p>	As part of the SLT Executive of one school I was involved in planning for our provision post-closure, including the initial creation of a 'curriculum model' to combat loss of learning for our students on and off site. I am now responsible for developing our online provision and seeking to engage as many students as possible through a variety of platforms.
What can we learn about remote learning in the wake of this crisis?	

Keeping in touch with families of vulnerable children without Social workers /EHCPs	Ringling families
	School-Community Hub to signpost provision and support to the community
	Listening and learning from grantees, developing potential pot of funding to support current and past grantees to adapt their both to respond to COVID and to the education and learning environment we may find ourselves in in the aftermath of the pandemic.
Interested in what the sector wants from us (DfE) and any positive or negative feedback on what done so far	
<p>The difficulty of using all the great virtual learning platforms that are available / being made freely available for our most disadvantaged children; many of whom do not have sufficient access to the internet. Within our MAT, we have taken the approach of sending home workpacks (paper based) and daily uploading of lessons / tasks (these tend to be more extensive and thought out due to the rush to generate printed workbooks). Are we widening the gap between disadvantaged and advantaged even more? Can this be avoided?</p> <p>This is obviously one very specific example, I am intrigued and worried more generally about the increasing gaps as a result of this when we consider disparities in parental level of education, parental support, access to books etc. How will our disadvantaged and most vulnerable young people fare after COVID?</p>	
<p>What support can be provided for children who are living with parents who have health needs/have contracted coronavirus and are unable to care for them?</p> <p>Can children have regular contact with their teachers/home liaison officers over Skype if they are in vulnerable situations? There needs to be a mechanism for children to be able to reach out to an adult they trust if situations within the home become turbulent (domestic violence, addiction, neglect, food deprivation etc). Children need to feel that they are safe.</p>	
How can teachers and leaders be supported and developed through Covid to best meet student needs? How does CPD and training need to be changed or adapted to respond to the ongoing situation?	We are currently working with school leaders to think in different ways about planning learning, both for students and teachers.
Supporting students without access to computers, smart phones or broadband; safeguarding pupils who are cut off and living in close quarters for protracted periods; maintaining careers education as well as the curriculum; in what ways we can make this an opportunity, not a threat.	Push's main activity is visiting schools and delivering face-to-face group sessions. The summer term is always our busiest. Every single session has been postponed or, in some cases, we have moved them online. We are quickly building a suite of online sessions to be delivered as a live stream and have developed ways of ensuring they are as engaging as our in-school sessions.

How are schools keeping students on track and accountable?	We have developed a free app that has grown to 125,000 users in 2 months, helping students to organise and structure their time now that they've lost the framework of the school day.
A concern is the duplication of work across the sector as a fast paced response to the current situation. We find when people work together this is reduced, but in a situation where people are moving quickly it seems orgs are moving alone and doing the same things rather than moving together.	The alliances approach is two-fold. 1. We are gathering and sharing intelligence and using our network and convening power to collate and share: Information about initiatives/work going on across the Alliance and beyond - so that organisations can connect/support each other and spread great ideas and initiatives quickly to more people that need it offers of support - to compile a list of orgs/people offering time/money/expertise requests for support - to compile a list of what is needed, where and when Step 2: Working out what a collective relief effort/ collective action would look like to support above and beyond what individual organisations are doing Given the huge amount of great mobilisation that is already happening we want to be thoughtful about what the FEA can meaningfully do together to supplement this. Our suggestion is that using Step 1 we continue to gather insight and intelligence on the needs arising, what is already happening and from there determine what the FEA could meaningfully do through collective action.
Healthy eating at home	
	I'm very concerned that some of the disadvantaged pupils we have been targeting are the very ones who aren't participating in distance learning
Do Local Authorities have the resources and expertise to execute the role outlined by the Government in this current crisis?	
Are students safer to isolate at home even if identified as vulnerable? What happens if we can't make contact with a vulnerable child when home visits are questionable and social and police services become increasingly stretched?	
How young people are being consulted as part of the process. How are schools/organisations in the education sector speaking to other sectors about providing a joined up offer for vulnerable young people e.g. looking to the youth sector etc.	
	Our schools and services have remained open for the most vulnerable pupils who have been deemed to be safer in school than at home, and for the children of key workers. We have needed to dynamically deal with the ever-changing situation, balancing the health and wellbeing of both staff and pupils at all times.

	We have switched to digital group sessions with our young people, reflecting on their current emotional states, and also worked with parents to schedule in our therapeutically informed one to one sessions with our most vulnerable young people.
Access to free school meals, access to technology (for online learning), how to mitigate the long term impact of school closures on the attainment gap With a fragmented education system, which has recently been too focused on structures, how can ALL schools work together to ensure the most disadvantaged and vulnerable a) catch up and b) don't fall behind post Coronavirus?	
I am concerned about the potential spike in need in children's social care, matched with the potential dip in workforce	DfE are pairing people up and making key roles job shares to allow for the high workload and the fact that people may become ill and have additional caring responsibilities
A concern for me is safeguarding during isolation/lockdown and how to manage this. Can we work with any government guidance to help make this more accessible? How do teachers continue to help provide pastoral care? How do we support teachers on our programmes with this through training / using online tools / reporting structures? What lessons can be learned from the international guidance on psychosocial provision?	
Personally, I think it's inevitable that gaps will widen. My main question is what actual practical steps should schools (leaders and teachers) be taking to mitigate this.	First week as a working from home teacher! Our response has been about focussing on the most vulnerable, supporting those we know who may not get support from home but also being in repeated contact with all children and their carers/parents.
Concern about of lack of contact from social workers and services and implementation of advice given	Joint working with other schools - our inclusion team working together from home to make the regular contact with families who were tag rated and need and support Before 20th March making contact with families to ensure they knew we would be here - gave out food parcels to most needy families, prepped daily access to FSM meal whilst voucher scheme being developed, signposting families to support networks and contacting outside agencies to identify support that could be brokered and keep up to date with school situations, work together with local trust partner school to offer reduced provision together - sharing resources and reducing number of staff therefore needed to travel and be on 2 school sites. I am sure no more than other primary schools around country

<p>The current situation has demonstrated how many of our vulnerable students and families have been systemically neglected by the state and are in desperate situations, particularly in terms of basic supplies like food, soap, toiletries etc.</p> <p>They are also without resources e.g internet, to access either academic or wellbeing materials, or connect to familiar faces. How can we as a wider community pull resources together to support them?</p> <p>Many of our students live in environments which present little opportunity to have their own space to learn, no tables to work at, maybe helping to care for siblings or grandparents, how best can we support them on a micro and macro level so their disadvantage doesn't further become entrenched during this time?</p>	
	Food deliveries
how are schools managing to contact all vulnerable children and what % of these are still attending school	the children's commissioner office is advising the cabinet office about vulnerable children/COVID-19 related issues
How are we ensuring young people with hidden need is being picked up and addressed.	I am leading the national response for the Back Youth Alliance (lead youth sector orgs) for vulnerable young people.
How can we reach families who do not access internet services, in UK & globally? Particularly important given the role the internet is playing in terms of community connectivity, mental health & educating parents/carers.	Stuck in Sri Lanka due to travel chaos but noting high levels of parental/adult anxiety on family chat groups filtering to children but no opportunity for children to open up about their worries when countries under curfew/lockdown. Sharing & permission to replicate good practice wld be valued.
	Updated our we page with resources for schools & families. I have also volunteered with Trussell Trust and NHS
Children that don't meet thresholds for statutory support but teachers identify as being vulnerable - what can be put in place to support them?	
	We have updated our website to include resources for schools, families and professionals. Personally I have volunteered with Trussell Trust & NHS
How to best remotely support families (who do not have social care involvement) through the exacerbated relationship tensions of this time	Setting up local volunteer group; video-calling/calling parents and young people; coordinating support with other professionals
How can DfE best support teachers and leaders during and after this period?	
Widening the gap - for some children where all well, there will be a real opportunity to develop new skills, deepen relationships with family members and explore new types of learning and topics. For those more vulnerable this will have the opposing impact. Not only a worrying safeguarding concern for so many, but also in terms of development, attainment, and well being for years to come.	

We are obviously concerned with the well-being of our pupils, staff and leaders during this time. What is being, or can be, done to support parents?	
	Our local responses to exclusion from education included extensive data analysis, which highlighted the need for contextual safeguarding of clear cohorts at risk of exclusion. The risk factors that this analysis identified map on to many of the characteristics of those children still attending school, and so, as we enter a coproduction phase of working to improve local infrastructure to better respond to those at-risk of exclusion, we are exploring how to take a contextual safeguarding approach in the immediate and mid-term response to Covid-19.
	Have written communications to parents/carers about managing anxiety. Have been part of risk assessment of EHCP pupils in LA
	Distance learning, rota system
How are we going to support children and young people back into school when this pandemic is over, especially those who already experience difficulty in attending and those that find transitions difficult.	Giving online support to schools, recommending information for parents, carers, children and professionals.
	Circulating lists of helplines and available services in our local area to help in a mental health crisis or concern
How can the DfE best support teachers and leaders both during and after this period?	
In two to three weeks we are likely to see the impact of the illness on families, with staff and children experiencing illness themselves, severe illness of loved ones and bereavement. What can schools do now to prepare for this, both in terms of maintaining provision for vulnerable/keyworker children, and emotional support for pupils and staff	
Interested in how schools are timetabling and looking after the wellbeing of their workforce	
	Working on wellbeing being documents to support young people, parents and schools.
How can I facilitate counselling young people in school?	I have had to take measures with family for Covid-19 checks.



Ambition Institute is a graduate school for teachers, school leaders and system leaders. We help educators serving children from disadvantaged backgrounds to keep getting better. Our programmes support educators at every stage – from new teachers through to leaders of groups of schools.



The Centre for Education and Youth is a 'think and action-tank'. We believe that society has a duty to ensure children and young people receive the support they need in order to make a fulfilling transition to adulthood. We work towards this vision by helping education and youth organisations develop, evaluate and improve their work with young people. We then carry out academic and policy research and advocacy that is grounded in our experience.

"Society should ensure that all young people receive the support they need in order to make a fulfilling transition to adulthood"