

Remote Learning Wellbeing Check-In Procedure

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This wellbeing check-in protocol is designed to support staff conducting welfare calls with children who are learning remotely. It aims to ensure safeguarding oversight, monitor emotional wellbeing, and provide a clear escalation pathway where concerns arise.

1. Pre-Call Check

- i. Review the child's safeguarding or welfare timeline for the past 48 hours.
- ii. Check whether the child has been attending online learning sessions.
- iii. Review whether any teacher has reported concerns (e.g. camera consistently off or disengagement).
- iv. Check if there are any updates regarding the family's circumstances or wellbeing.

2. Call Procedure

Step 1: Speak with the Parent or Carer

Begin by speaking with the parent or carer to understand the general wellbeing of the household.

General Wellbeing

- How are things going at home at the moment?
- How is X managing during this period of learning from home?
- How are daily routines working for your family?
- Is X sleeping and eating regularly?

Engagement with Learning

- Is X able to access the work provided by the school (online lessons, school platform, or work packs)?
- How is X finding the work that has been set?
- Is there anything that is particularly challenging for them at the moment?
- Does X feel confident contacting teachers if they need help?

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Communication with School

- Is X aware that they can email or message their teachers if they have questions about their learning?
- Have there been any difficulties accessing school systems or online platforms?
- Is there anything the school could do to better support learning at home?

Physical Health and Activity

- Is X managing to do some physical activity during the week?
- Are there opportunities for exercise such as walks, outdoor activity, or online exercise sessions?
- If appropriate, staff may suggest age-appropriate online activities such as short fitness sessions or family walks.

Social Interaction and Peer Contact

- Has X been able to stay in contact with friends or classmates?
- Are they able to communicate with peers online or through other safe means?
- How are they feeling about being away from school and their friends?

Emotional Wellbeing

- How has X been feeling emotionally during this time?
- Are there any worries or concerns that they have shared with you recently?
- What has been the most difficult part of being away from school?

Step 2: Speak with the Child (Preferably Alone)

If appropriate and safe, request to speak with the child alone via video call. If the parent refuses to allow a private conversation, this should be treated as a potential safeguarding concern.

General Wellbeing

- How are you feeling today?
- What has been the best part of your day so far?
- What has been the hardest part of learning from home?
- How have you been feeling this week?
- Is there anything that has been worrying you recently?

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Learning and School Work

- How are you finding the work your teachers are sending?
- Is there any work that you are finding tricky or confusing?
- Are you able to join your lessons or access the work online?
- Do you know how to contact your teacher if you need help?
- What subjects have you enjoyed the most this week?

Routine and Daily Life

- What does a normal day look like for you at the moment?
- What time do you usually start your schoolwork?
- Do you have a space where you like to do your work?
- What do you usually do during breaks?

Physical Wellbeing

- Have you been getting outside or doing any exercise?
- What kinds of activities have you been doing to keep active?
- Have you been sleeping well?
- What did you have to eat today?

Emotional Wellbeing

- What has made you feel happy recently?
- Have there been any times when you felt upset or worried?
- What do you usually do when you feel stressed or frustrated?
- Who do you usually talk to if something is bothering you?

Social Connections

- Have you spoken to any of your friends recently?
- Who have you been spending time with at home?
- Is there anyone you miss seeing at school?

Support and Safety

- Is there anything you would like help with from school?
- Is there anything happening at home that you would like to talk about?
- Do you feel safe and comfortable where you are learning?
- Is there anything you want me to know that we haven't talked about?

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Ending the Conversation

- Is there anything else you would like to tell me today?
- Is there anything you would like help with this week?
- What are you looking forward to this week?

Step 3: Safe Word or Signal

For children who may be experiencing tension or conflict at home, it may be helpful to establish a non-verbal signal. This allows the child to communicate distress without alerting others in the room.

Example: "If things feel stressful or difficult at home today, you can put a yellow heart emoji in the chat during the next lesson. If we see that, someone from the pastoral or safeguarding team will check in with you."

2. Response and Escalation

Result	Observation	Action
Green	Child is visible, the home environment appears calm, and the parent/carer is cooperative.	Record the call as a routine welfare check with no concerns.
Amber	Parent appears evasive, the child appears withdrawn or unkempt, or the background environment appears chaotic.	Record as an active concern and schedule a follow-up call with a second member of staff within four hours.
Red	Disclosure of harm, visible injuries, fearful behaviour from the child, or aggressive/intoxicated behaviour from an adult.	Treat as an emergency. Remain on the call if safe and alert the safeguarding lead immediately for escalation.

3. Key reminders

Staff should remain vigilant for any indicators of concern during welfare calls.

If any safeguarding or welfare concerns arise during the conversation:

- Follow the school's normal safeguarding reporting procedures immediately.

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- Record the concern on the school's safeguarding system in line with school policy.
- Inform a member of the Safeguarding Team or Senior Leadership Team without delay.
- Email the Designated Safeguarding Lead (DSL) to notify them that a new concern has been logged.

All concerns should be treated seriously and recorded even if they appear minor or uncertain.