St. Botolph's Church of England (C) Primary School

Remote Learning Policy and Protocols

Agreed by Governors:November 2020

Date of Review: January 2021

Date of Next Review: November 2021 (or as required)

Remote Learning Policy

Introduction

In the event of a class or school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school or a class is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their children from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Aims

Our aim is to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safeguarding
- Provide remote learning within 24 hours of a positive COVID 19 test result

It is our intention that our remote learning offer closely matches our in-school learning offer as far as practically possible. Consequently, where teachers have to provide remote learning, it is expected that teachers will follow their normal planning so that pupils, whether at home or in school, do similar work and follow the planned curriculum progression.   However, we recognise that there may be situations where it is not possible to deliver the planned curriculum and a more flexible approach may be required to suit the needs of our families (as well as the needs of our teachers' families, e.g. when looking after their own children who are isolating), or to provide learning opportunities in an emergency situation, such as a high level of staff illness. We will therefore continue to signpost pupils and parents to online resources and some planning may be 'stand-alone' so that we can respond to a range of scenarios.

Research indicates that schools should not try to re-create a classroom environment online because although this might keep pupils 'busy' it does not translate to effective teaching practice. Thus, there is <u>no</u> expectation that lessons will be live streamed. Rather we should provide plenty of opportunities and working methods for pupils to break up online aspects of learning with offline activities and assignments (Daisy Christodoulou, Doug Lemov).

Roles and Responsibilities

1. Teachers

When providing remote learning, in the event of a whole bubble or whole school closure, class teachers must be available between 8:30am and 4.30pm.

If a teacher is unable to work for any reason during this time, for example due to sickness or caring for an ill dependent, this shall be reported using the normal absence procedure to the Headteacher who shall work with the relevant KS team in ensuring that there is work set for the class.

When providing remote learning, **teachers** are responsible for:

- **Setting work**
  - Setting work for their class for the school week (please read in conjunction with 'Home Learning through Google Classroom - our guide for parents).
    - ▪ Work scheduled for KS1 and KS2 to go live on Google Classroom ready for 8am
    - ▪ FS shared work and activities using SeeSaw
  - Should it not be possible to send work electronically (e.g. teacher has issues with their Internet), a message will be sent and parents/pupils will be sign-posted elsewhere for work.

  - Work set <u>may</u> include teaching videos or voice recordings for core lessons using appropriate software alongside high quality curriculum resources and videos found on-line, e.g. White Rose Maths and Oak Academy. See Home Learning through Google Classroom - Appendix - Contact with the children/families during self-isolation for additional information.

  - Work set must be sequenced and high quality, reflecting the learning that would normally be being taught in school for that year group at that time. It also needs to meet the needs of the children in the class including greater support or structure, where appropriate. New learning must be taught to build on previously learnt skills and knowledge as well as teaching concepts that fill gaps that need addressing. It is important that the tasks set include a range of activities to complete.

  - Learning tasks are uploaded to Google Classroom (KS1/KS2) and needs to be set so it is scheduled to go live the day it is to be completed. This should be no later than 8:00am on the day it is set for.

  - Communicating with the office to ensure paper packs are posted out to those pupils who have limited access to devices or where online learning is becoming a hindrance. It is the parents' responsibility to let the school know if paper copies are required.

  - There is no expectation on pupils to participate during offered Google Meet catch up sessions. However, there is an expectation that set work will be completed each day.

  - Learning content should, where possible, reflect the normal class timetable of lessons, although this is not always possible.

  - If a teacher is unwell, the task of providing work will be assigned to the KS leader. If the KS leader is also unwell, it will be the responsibility of the relevant KS Team or Senior Leadership Team.

- **Providing feedback on work**
  - Teachers will access the children's learning through Google Classroom (KS1/KS2) and SeeSaw (FS)

  - Work submitted will be acknowledged by the class teacher. Feedback will be given using Google Classroom or SeeSaw. This should be given in line with the Marking and Feedback Policy and, where possible, should be given between normal working hours (8:30am to 4:30pm);

  - During the process of giving feedback, teachers should be assessing pupils' understanding and identifying how they are progressing against the curriculum objectives for their year group;

  - If a teacher is unwell, the task of providing feedback will be assigned to the the KS leader. If the KS leader is also unwell, it will be the responsibility of the relevant KS Team or Senior Leadership Team.

- **Keeping in touch with pupils who aren't in school, and their parents**

- o Daily contact must be made with pupils who are not attending school through their self-isolation because of contact with COVID 19. This contact may be through Google Classroom (KS1/KS2) and SeeSaw, through posting work completed, checking work has been 'turned in', or a telephone call to parents if contact has not been made.

- o Class teachers will monitor the children's attendance and engagement with remote learning, and feedback any concerns to the headteacher. If colleagues have particular concerns about a pupil who is not engaging or communicating, phone contact must be instigated, which should ideally be done in school. This should be undertaken by the Senior Leadership Team if the teacher is unable to make the call.

- o Parents will continue to be able to contact teachers through their email address or Weduc. Teachers are expected to reply within working hours only.

- o Any complaints raised by parents or children should initially be dealt with by the class teacher. If the teacher is unable to resolve the complaint or if the complaint is about the teacher, the school complaints policy and procedure should be followed.

- o Any safeguarding concerns raised by pupils, parents, teachers or support staff should be dealt with using the same procedure as would be followed if pupils were in school.

- o If teachers have any concerns regarding a pupil's behaviour, they should speak to the pupil and their parents if necessary. If that doesn't solve the issue, then this should be passed on to the Headteacher.

2. Support Staff

Support staff must be available between their normal working hours. During this time they are expected to check work emails and support tasks in the areas set out below

If support staff are unable to work for any reason during this time, for example due to sickness or caring for an ill dependent, they should report this using the normal absence procedure to the headteacher.

When assisting with remote learning, **support staff** are responsible for:

- ● **Liaising with the class teacher and/or key stage lead to work out a plan of action and tasks to do**

These would include the following:

- ● **Supporting pupils who aren't in school with learning remotely**
  - o Supporting the learning of specific children who are experiencing difficulties, including those with 1:1 support

  - o Preparing printed packs for those pupils who have limited access to devices to complete remote learning;
  - o Helping to create resources
  - o Taking part in Google Meets/SeeSaw catch ups
  - o Posting messages and comments on Google Classroom SeeSaw by supporting Remote Learning through providing feedback during the day
  - o Keeping in daily contact with assigned 1:1 children.
  - o Making wellbeing calls to check all is okay at home.

- ● **Supporting pupils who are in school with learning**

- If they are not isolating, support staff may be asked to work in school to support a different bubble or individual pupils.

- **Completing their own CPD.**

  Support staff should complete their own research on a chosen area of educational interest or one provided to them by the Head teacher.These could be online courses in things related to their role (ASD/ADHD); mental health/well-being or for further qualification (e. HLTA).

3. Senior Leaders

Alongside any normal responsibilities, **senior leaders** are responsible for:

- **Monitoring the effectiveness of remote learning**
  - This will be done through meetings, where previous remote learning set will be discussed.
  - Feedback given by pupils and parents will also be taken into account in these discussions.

- **Monitoring the security of remote learning systems, including safeguarding considerations**
  - Following safeguarding guidelines and policy

4. Designated Safeguarding Lead

The **DSL** is responsible for:
- Dealing with any safeguarding concerns that have been escalated by a member of staff.
- Supporting staff and contacting parents where applicable.
- Ensuring that outside agencies are contacted and used effectively to support when needed.
- Liaising with external support mechanisms.

5. Pupils

Staff can expect **pupils** learning remotely to:
- Be contactable during the school day – although consider they may not always be in front of a device the entire time;
- Complete work to the deadline set by teachers;
- Seek help if they need it, from teachers or support staff;
- Alert teachers if they are not able to complete work;
- Follow the school's 'Acceptable Use Policy for Primary Pupils'.

6. Parents

Staff can expect **parents** with children learning remotely to:
- Make the school aware if their child is sick or otherwise can't complete work;
- Seek help from the school if they need it – staff should point parents towards any useful resources/links if they are struggling;
- Be respectful when making any complaints or concerns known to staff;
- Support their child to use remote learning safely by following the school's 'Acceptable Use Policy for Primary Pupils';
- Monitor the children's use of the internet and social media.

7. SENCO

Alongside the role of coordinating special educational needs across the school, the SENCO has responsibility for co-ordinating and monitoring the remote learning for children with SEND across your school to ensure that their needs are met. This includes:

● Considering whether any aspects of remote learning need to be adapted to accommodate the specific needs of pupils;
● Working with teachers to make sure all work set is appropriate for the needs of pupils;
● Monitoring the remote work set by teachers to SEN pupils through regular meetings with teachers or by reviewing work set;
● Alerting teachers to resources they can use to teach pupils with SEN;
● Ensuring agreed improvement work continues where appropriate.

8. Governing Body

The **Governing Body** is responsible for:
• Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible (Remote learning updates will be given at FGB meetings throughout the year as necessary);
• Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Data protection

1. Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

● Only use school laptops and ipads to access any personal information on pupils. Staff must not use their own personal devices to access or share personal data;

● Only use school emails to communicate or share personal or sensitive information on pupils using encrypted messaging;

2. Processing personal data

Staff members may need to collect and/or share personal data such as e-mail addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.
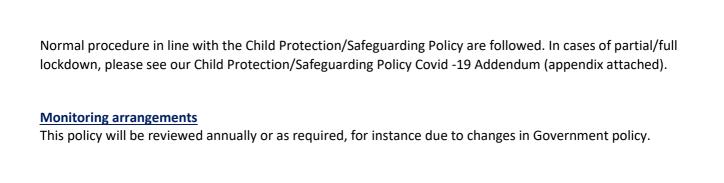
However, staff are reminded to collect and/or share as little personal data as possible online.

3. Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

● Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol);

● Making sure the device locks if left inactive for a period of time;

● Not sharing the device among family or friends;

● Ensuring antivirus and anti-spyware software is kept up-to-date;

● Keeping operating systems up to date – always install the latest updates.

Safeguarding

Normal procedure in line with the Child Protection/Safeguarding Policy are followed. In cases of partial/full lockdown, please see our Child Protection/Safeguarding Policy Covid -19 Addendum (appendix attached).

Monitoring arrangements

This policy will be reviewed annually or as required, for instance due to changes in Government policy.

Remote Learning Protocols

Summary of DfE Guidance on Remote Education

- Remote education, where needed, is **high quality and aligns as closely as possible with in-school provision**: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Develop remote education so that it is **integrated into school curriculum planning**: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are **given the support they need to master the curriculum and so make good progress**.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect **schools to have the capacity to offer immediate remote education**.
- In developing these contingency plans, we expect schools to:
    o Use a curriculum sequence that allows **access to high-quality online and offline resources and teaching videos**, and that is linked to the school's curriculum expectations
    o Select the online tools that will be **consistently used** across the school in order to allow **interaction, assessment and feedback**
    o Provide **printed resources**, such as textbooks and workbooks, for pupils who do not have suitable online access
    o Recognise that younger pupils and **some pupils with SEND may not be able to access remote education without adult support**, and so schools should work with families to deliver a broad and ambitious curriculum.
    o Set assignments so **that pupils have meaningful and ambitious work each day** in a number of different subjects
    o Provide **frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos**
    o Gauge how well pupils are progressing through the curriculum, **using questions and other suitable tasks** and set a clear expectation on **how regularly teachers will check work**
    o Plan a programme that is of **equivalent length to the core teaching pupils would receive in school**, ideally including **daily contact with teachers.**
    o **Avoid an over-reliance on long-term projects or internet research activities.**

Protocols when using Google Meet (KS1/KS2)

- Pupils are encouraged to raise their hands if they want to say something.
- Staff will arrange Google Meets from school or an appropriate space at home during a period of isolation. When a meeting takes place from a staff member's home then the background must be blurred.
- Pupil's meetings should ideally take place in a family space/communal area in their house with their door open.
- Pupils should use the mute button to help the teacher/ member of staff and others speak.
- Parents are encouraged to be in the vicinity of the meeting.
- Pupils should be dressed appropriately (ie.not in pyjamas and this includes the other people in the house who might end up walking past the camera)
- Pupils must not say anything that is unkind to anyone.
- No mobile phones are to be used during google meets (by children or adults monitoring the meeting)
- No screen shots taken (this will result in suspension of the account)

Do not abuse these protocols or we will have to review the use of 'live' meetings going forward.

Home Learning Provision (Updated: January 2021) Information for Parents

We wanted to share with you plans for Home Learning in the event we have to close a class bubble, there is a full lockdown or a child has to self-isolate .

Whilst we have shared a number of documents before, we thought it would be useful to provide a few reminders on the online learning process and expectations.

So what will happen:

If your child is unwell, not Covid related, normal absence procedure applies

- No work will be set. However, children are welcome to access online apps such as Times Tables Rock Stars (TTRS) or Numbots
- If well enough, children to read at least 3 days a week

So what will happen in the event of a class bubble closure or full lockdown:

During the first day or two of pupils being sent home -

- We will initially send a pack home and let parents know when online Home Learning will begin. (*It may be that we are able to begin Home Learning immediately.*)
- On the first day of absence - Children to start working through the pack sent home.

As soon as possible, remote home learning will begin -

- For subsequent days - Work will be uploaded to Google Classroom scheduled for 8am each morning for years 1-6. This will take the form of PowerPoints, slides, videos and planning.
- For children in Foundation Stage lessons and activities will be delivered using SeeSaw.

- Your child's class teacher will upload work to Google Classroom. There will be daily maths, English activities and other work related to their topics. The expectation is lessons uploaded will follow the 'in school' pattern as far as possible.
- A timetable will be shared with parents and children so they know which lessons will be

posted each day.

- Each day there will be one shared video recording by a member of staff from within your child's key stage team. This could take the form of a weekly Assembly; spelling/ phonic input; maths/number input and an optional google meet to celebrate the week.
- We will also aim to use live Google Meet when appropriate. This will usually be in the form of a class assembly so the children can speak to friends and interact with their teacher. The required details will be communicated through Google Classroom.
- Children respond to work using Google Classroom/Google docs and share their work with the teacher. For those who find this is difficult, we can send home exercise books.
- Children are expected to read at least 3 days a week
- KS2 children expected to access Times Table Rock Stars (TTRS)
- We will also share information and signposts to additional resources available to support learning for parents to access. This will include websites such as BBC Bitesize, White Rose Maths and Oxford Owl.

There is an expectation that work will be completed.

How long can I expect work set by the school to take my child each day?

We have followed government guidance and we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours a day on average
Key Stage 2	4 hours per day

We understand that this may be challenging for some families and ask that they talk to us if there are any issues so that we can support and highlight the essential learning.

How will my child access the online remote education you are providing?

For children in years 1 to 6 we will continue to use Google Classroom. The children have been given their login details and most have had a reminder at getting used to how it works. Children in Foundation Stage will use See Saw.

Children must accept the invitation to their class and to other groups to access work and messages.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- If your child doesn't have access to technology, they can borrow a Chromebook if a parental form is signed. It is increasingly more important that a child has access to technology, however if it not possible a paper pack will be given, following the timetable as closely as possible.
Please get in touch with us if you require a Chromebook so we can help you with this as soon as possible.
- Paper packs will be marked after a quarantine period. They can be returned to school with the child.
- Children who are completing work in books can have their work marked daily if they are able to upload photographs of the work completed in order to receive feedback.

Engagement and feedback

- Teachers and support staff will be assigned to home learning each day and will be available to support learning and provide feedback.
- Timely feedback will be given throughout the day where possible and staff will also review work after school.
- This feedback will be given between the teacher's working hours of 8:30-4:30.
- There will be communication between staff and pupils through the day – Children and parents can use the private comments section of their Google Classroom throughout the day to ask questions and seek help. Classroom or class emails can also be used if there are issues. WEDUC or email can be used to reach the class teacher, Deputy or Head teacher.
- There may be occasions when teachers are not available to respond to children immediately. There will be times when they will be helping others, working on other school related tasks or taking a break.
- Teachers will monitor engagement through looking at work that has been 'turned in' by pupils daily. They will get in touch with parents/carers directly if concerned about engagement and to see if further support is required.
- We will call each family once a week to check in, make sure everything is okay and see if there is anything else we can do to help.
- We recommend finding a routine that suits you at home as this can help if lockdown is more long-term.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

- Work must be turned in so teachers can check the work and feedback to the children if necessary.
- Feedback will be given in a timely manner, which the children should respond to so we

can maintain good communication.

So what will happen:

- In the event of a child isolating whilst waiting for a test result or for a household test result
- In the event of a child receiving a positive test and being in isolation for 10 days, assuming they feel well.
- In the event of a child in isolation for 10 days and feeling well
- In the event of shielding – longer term absence

As above, we will initially provide a paper pack. Home learning will begin as soon as possible. It may not follow exactly the same form as in school but will be as close as possible.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils.

Our SEN Lead will get in touch with families to discuss a more personal approach and to see how we can best support the children. Teachers and support staff who work with individuals will also work with families to ensure children can access learning and support.

Please remember:

This system is not perfect and at times may not be suitable to your own family circumstances. Everyone's homelife is different, but we are doing all we can to make sure children can learn.

If you or your child is struggling with the work, let us know. If you are unsure of the technology or something isn't working let us know. If your child is finding it difficult to engage in the learning let us know! Please don't struggle on! We are here to help.

Thank you for your continued support. We will continue to do our best to support you however we can.

Notice re:Google Classroom privacy settings

We will protect our children and staff online by ensuring all the necessary Google Classroom privacy

settings are in place.

Any misuse of Google Classroom through inappropriate and unreasonable messages to teachers or to other children, threatening, aggressive or abusive behaviour will be reported to the police. In the event of misuse, the account will be disabled whilst under investigation.

For more information regarding the privacy notice please read:
https://gsuite.google.com/terms/education_privacy.html

Remote Learning Plan (Nov 2020)

Teachers may use a blended style of learning to deliver remote learning depending on the scenario/situation:

Scenario	Action	Responsibility
School is fully open.	Teaching and learning will continue as normal following the normal curriculum planning and progression. Pupils will have opportunities to develop their skills and knowledge to use remote learning technology and strategies within the curriculum, thus encouraging independent engagement and becoming familiar with digital teaching resources (e,g. KS2 pupils practice using Google Classroom and accessing remote learning sites and video content such as White Rose Maths, Oak Academy and TTRS).	Leaders and class teachers
A pupil or group of pupils have to self-isolate. Rest of class being taught in school by class teacher.	Teachers will adapt their weekly/ daily planning and share work by posting on Google Classroom or in the form of a learning pack. Weduc will be used as a form of communication. Depending on the capacity of teaching staff, pupils <u>may</u> be invited to participate in sessions via Google Meet, e.g. for a specific lesson or class gathering.	Class teacher
A teacher has to self-isolate but is not ill. Class bubble remain in school.	Teachers will continue to work using weekly planning at home and send in daily planning and lessons. Classes may be covered by a TA or a Supply Teacher. TAs/ Supply Staff/ School Leaders will prepare learning resources to be used in the classroom. Teachers <u>may</u> use Google Classroom to introduce some lessons, set assignments, provide direct instruction or for modelling. They may also use Google Meets to 'check in' with their class during the period of isolation. Please read the Appendix - Contact with the children/families during self-isolation.	Class teacher TA School leaders
Bubble closure. Pupils and staff at home. *(These actions could also be used in the event of a **full school closure** and limited staff due to illness)*	Teachers and pupils will use a blended remote learning approach using our online learning systems and programs. Learning will be posted on SeeSaw (FS) and Google Classroom (KS1/KS2). Teachers will use a blend of learning to deliver the curriculum. If requested, learning packs will be sent home by available staff. To provide a flexible approach useful resources and websites will be shared including: White Rose Maths, TT Rock Stars and the Oak National Academy etc.	Class teacher Support staff

	Teachers (who are self-isolating) will manage their class's learning from home UNLESS they become ill.	
Bubble closed and teacher ill.	Where there is capacity, the SLT will take responsibility for posting learning resources and distributing learning packs (as detailed above). Where this is not possible, a flexible approach to learning will be adopted, utilising useful resources and websites. Pupils and parents will be signposted to appropriate resources.	Senior leaders Support staff
Lockdown with key-worker children attending school and rest of the school learning remotely from home.	Teachers will continue to work using the planned curriculum and progression. A blended approach will be used so that teachers can both teach in the classroom and provide remote learning using our online learning systems and programs. Learning will be posted on Google Classroom and SeeSaw). Where necessary timetables will be arranged or release time given to allow staff time to provide remote learning for pupils at home. To provide a flexible approach useful resources and websites will be posted including: White Rose Maths, TT Rock Stars and the Oak National Academy etc.	Class teachers
Full school closure – staff available for remote learning.	Teachers will continue to work using the planned curriculum and progression. A blended approach will be used and learning will be posted on Google Classroom (KS1/KS2) and SeeSaw (FS). Teachers may use a blend of learning and must provide some daily face-to-face interaction (see below)* To provide a flexible approach useful resources and websites will be posted including: White Rose Maths, TT Rock Stars and the Oak National Academy etc.	Class teachers

***It is really important that we stick to an agreed list so that children across year groups and key stages receive the same face-to-face provision/opportunities:**
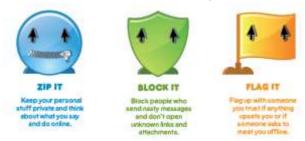
Eg.

Day One	Assembly
Day Two	One spelling/Grammar input
Day Three	One Maths/number input
Day Four	Story input
Day Five	Google Meet/Catch up

Staff can change the order of the list around each week. They could also record a story session each day.

Once each week, a staff member must get in touch with each child to check-in and make sure they are okay.

Acceptable Use Policy (FS & KS1 Pupils)

Acceptable Use Policy for Primary Pupils

ZIP IT
Keep your personal stuff private and think about what you say and do online.

BLOCK IT
Block people who send nasty messages and don't open unknown links and attachments.

FLAG IT
Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

To keep me safe whenever I use the internet or email, I promise…
- to keep my username and password private and not to use anyone else's
- to keep all personal information private
- to block unknown links and attachments by not opening anything that I do not trust
- to report any messages or internet pages that are unsuitable or upsetting
- to tell someone I trust if someone asks to meet me offline

This is how we stay safe when we use computers:

I will ask a teacher or suitable adult if I want to use the computers

I will only use activities that a teacher or suitable adult has told or allowed me to use.

I will take care of the computer and other equipment

I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong.

I will tell a teacher or suitable adult if I see something that upsets me on the screen.
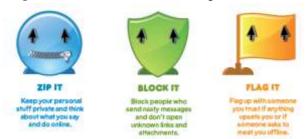
If I break these rules…

- I understand that I might not be allowed to use a computer.

I have read and understand this policy and agree to follow it.

Name of pupil _____

Signed _____   Date _____

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BLOCK IT
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To keep me safe whenever I use the internet or email, I promise…
- to keep my username and password private and not to use anyone else's
- to keep all personal information private
- to block unknown links and attachments by not opening anything that I do not trust
- to report any messages or internet pages that are unsuitable or upsetting
- to tell someone I trust if someone asks to meet me offline

When using computer equipment in school…
- I understand that my behaviour will be checked
- I will not play games unless I have permission
- I will not open, copy, delete or change anyone else's files, without their permission
- I will be polite and think carefully about how I talk to others online and what I say about them
- I will not take, copy or send pictures of anyone without their permission
- I will not try to upload, download or open any files, programs or websites which are unsuitable or illegal
- I will not try to get around the filtering or security systems
- I will not install any programs nor change the settings
- I will not use chat and social networking sites unless I have permission from an adult
- I will not copy other people's work and pretend it is my own
- I will not try to download pirate copies of music, videos, games or other software
- I will check that information I use from the internet is from a trusted website

If I break these rules…
- I understand that the school's behaviour guidelines will be followed

I have read and understand this policy and agree to follow it.

Name of pupil _____

Signed _____   Date _____

CHILD PROTECTION/ SAFEGUARDING POLICY APPENDIX 11:

Coronavirus (COVID-19) Safeguarding arrangements

The current exceptional circumstances and change to school provision has brought various safeguarding issues to the fore, both in relation to pupils who continue to attend school, and those who are at home. We have outlined our response to these below as keeping children safe is our top priority.

What staff and volunteers should do if they have any concerns

Staff have been told to follow the same safeguarding procedures as they would in school. Report concerns immediately to the DSL (or deputy in her absence) using existing systems. When in school, this can be on the usual 'if in doubt' form. When working from home this can be called through to the DSL/DDSL or sent via secure email.

Where the concern is about a staff member, this can be reported in the same manner.

Dedicated Safeguarding Lead (DSL) and Deputy arrangements

When possible, the school will have a trained DSL or deputy DSL available on site.

When this is not the case, there will always be a trained DSL or deputy from the school available to be contacted via phone. There is a timetable with the DSL on duty for each day, shared with all members of staff.

If there is no trained DSL on site due to staff restrictions, a member of the SLT will take responsibility for co-ordinating safeguarding and contacting the available DSL/DDSL for that day.

If the situation becomes such that no school DSL is available (due to illness), we will utilise one of the BeSkilled Heads/DSLs who would be available to be contacted via phone or attend school if necessary.

Vulnerable pupils

The school identified all vulnerable pupils (those on a CP/CIN plan; with allocated social workers; LAC/previously LAC).

The government expectation was that these children would attend school unless it had been decided by the Social worker and the family that it is not in the best interests of the child.

We have a process in place to check on the welfare of any pupil identified as a vulnerable child who was expected to continue to attend school, but who has chosen not to.

The parents/carers of these pupils are contacted weekly and the parents have the work mobile of the Family & Mental Wellbeing Lead whom they can contact if needed. If parents/carers do not answer the call made to them, other given names/numbers are contacted and if necessary social workers/Early Help are spoken to.

As necessary, safeguarding protocols are followed including liaising with social services as required. Any strategies or support put in place is documented and monitored. Any children with arranged CP/CIN/LAC/PEP meetings are still completed remotely and paperwork sent in line with deadlines. Where possible conference calls/video links are used to ensure all parties are kept informed.

Other potentially vulnerable pupils

In addition to those identified by the government as vulnerable, our school pastoral and safeguarding leads identified any children who fall outside of this category, but who the school considered may need additional support and strategies to promote their safety and well-being when not at school.

They too are part of the process in place to check on their welfare and again, safeguarding protocols are followed including liaising with social services as required.

Any strategies or support put in place is again documented and monitored.

Arrangements for pupils with SEND

The school identified all SEND pupils (those with an EHCP; receiving top-up funding; allocated 1:1 support and additional needs that parents would struggle to support at home).

The government expectation was that these children would attend school unless it had been decided by the family, alongside the school, that it is not in the best interests of the child.

We have a process in place to check on the welfare of any pupil identified who was expected to continue to attend school, but who has chosen not to.

The parents/carers of these pupils are contacted weekly and supported by both the class teacher and SENCO, in addition to their 'usual' support staff member. The parents also have the work mobile of the Family & Mental Wellbeing Lead whom they can contact if needed.

Each decision should be made individually, based on the pupil's particular needs and circumstances.

Risks of stigma / data breaches where children are still attending school

Broadly, the only pupils who are currently attending school are vulnerable pupils and children of key workers. This means that there is a potential for children (particularly older pupils) to question why other children are in school. This may be quite simple for those who are children of key workers, but poses greater problems for those who are vulnerable. Other pupils may not be aware of the reasons as to why a pupil is vulnerable and care must be taken to ensure this information is safeguarded accordingly.

Government guidance (here [2]) says "…there should be no reason that vulnerable children will be identified separately. However, where parents may feel concerned that their child attending school identifies them as being in need of social work support, schools and social workers can support families to decide how best to manage that." This may mean making bespoke arrangements, which should be kept under review in order to protect confidential information about pupils.

Recording registration

The DfE has published guidance as to how to record attendance during the Covid-19 outbreak.

We are using the DFE/LA spreadsheet to record attendance for all children attending school during 'closure'.

The online form is submitted by midday, each weekday.

If pupils do not attend whom we are expecting, attendance is followed up by a phone call to all given contacts until the child is located and a reason given.

Increased Online Safety Risks

With pupils likely to spend more time online / on social media due to remote teaching and learning and social distancing, we are particularly aware of the risks presented (such as cyber-bullying, peer-on-peer abuse and sexting).

Online safety away from school

We are providing online remote learning. We have ensured the online learning tools and systems are in line with privacy and data protection/GDPR requirements. We have sent a list of tried, tested and secure sites for the children to access, ensuring content is suitable for the age of the pupils accessing it.

We have reminded children and parents/carers about the safe use of technology and general online safety using [guidance from the UK Safer Internet Centre on safe remote learning](#), including the reporting routes that continue to be in place so they can still raise any concerns whilst online and be supported by school.

We are in regular contact with parents and carers through secure email or Weduc, reinforcing the importance of children being safe online.

All staff have been reminded of the school's safeguarding and child protection policy and procedures and what to do if they see or hear something worrying during an online session and/or a child makes a disclosure remotely.

Guidance provided to staff in terms of keeping themselves safe when using remote learning:

- Deliver the content in a neutral location with no personal items in sight;
- Be dressed appropriately (i.e. work clothes, not loungewear);
- Ensure family members are out of the room;
- Manage IT arrangements wherever possible to ensure that staff do not use their personal phones or email addresses to contact pupils / parents.

Pupils with particular needs

Separate consideration has been given to pupils who may have particular needs (whether learning, emotional or otherwise) or disabilities which may make aspects of the remote learning provision particularly challenging and for pupils/families with no access to the technology/internet.

These pupils can be provided with paper packs. Staff have taken account of their individual circumstances and responded accordingly, checking on progress via email/message/call.

Additional staffing matters:

Working across schools; use of volunteers/supply staff - We have two members of staff who work across more than one school. They have attended all INSET and training on guidelines and protocol to stay safe when in school.

Safer recruitment - There are currently no plans to recruit.