



# Remote Communication/Online Learning Policy

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We make every moment count.*

## Document Control

<b>Document Reference:</b>	Remote Communication/Online Learning Policy
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<b>Issue Date:</b>	April 2026
<b>Review Due:</b>	April 2030
<b>Statutory Yes/No</b>	No

### Document History

Issue	Date	Purpose	Author
1	April 20	Policy Adopted	S.Bunting/ I.Webb
2	Jan 21	Updated	I.Webb
3	Feb 22	Added DfE Annexes 1 & 2	B Southam
4	June 23	Reviewed	I.Webb
5	March 26	Reviewed and timetable Appendix six included.	I.Webb

### Approval

Meeting	Date	Chair
T and L	15.06.23	Helen Brocklehurst
T and L	05.03.26	Helen Brocklehurst

## Overarching Considerations:

- All remote communication should be considered in the same context as communication within school e.g. a member of staff would always avoid a situation where they were one-to-one with a child in an area of school where they could not be seen or heard by other staff/children;
- All remote communication systems, including the software, should be agreed with Headteacher prior to it taking place and should also have been trialled between the staff involved before using it with children;
- For all online communication, only school-registered accounts should be used by staff, never personal ones;
- All remote communication has the potential to be recorded. If this is to be used by staff, it must be with prior agreement of all parties involved;
- DPIO are needed for all new technology that will be used that will require and store data on the pupils.

### 1. *Introducing our Remote Learning Policy*

- 1.1. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed, especially when they are unable to attend school in person.
- 1.2. Our Remote Learning Policy lays out the responsibilities of each of the members of our school community in relation to the provision of remote learning capability to our pupils and details the practical and operational matters associated with this provision.
- 1.3. Its aims are to:
  - Set out a framework for the effective operation of Remote Learning within our school.
  - Set out our expectations for all members of the school community with regards to remote learning.
  - Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
  - Ensure staff, parent, and pupil data remains secure and used in line with Data Protection regulations.
- 1.4. Our Remote Learning Policy will necessarily change in line with changing events, technologies and methodologies and as such will be regularly revised. Any changes will be communicated via our website and using our regular communication channels.

### 2. *Scope & Responsibilities*

- 2.1. This Policy applies to all staff (including temporary staff, consultants, governors, volunteers, and contractors, and anyone else working on our behalf), pupils, parents and carers.
- 2.2. All staff are responsible for reading and understanding this policy before carrying out tasks relating to remote learning, and for following this policy, including reporting any suspected breaches of it to the appropriate Senior Leader or Data Protection Officer.
- 2.3. All leaders are responsible for ensuring their team read and understand this policy before carrying out related tasks, and that they follow this policy, including reporting any suspected breaches of it.
- 2.4. Our Governing Body, Headteacher, Senior Leadership Team, Designated Safeguarding Lead (DSL), SENDCO, IT Staff and Data Protection Officer (DPO) are responsible for dealing with breaches of this policy, including suspected breaches, identified risks, and monitoring compliance with this policy.

### 3. *The legal framework*

3.1. Relevant legislation, statutory instruments, statutory guidance and Department for Education guidelines are detailed below:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'

3.2. This Policy operates in conjunction with the following school policies:

- Assessment Policy
- Attendance and Absence Policy
- Complaints Policy
- Good Behavioural Policy
- Child Protection and Safeguarding Policy
- Code of Conduct – Parents / Home School Learning Agreement
- Code of Conduct – for Employees
- Data Protection Policy and associated Privacy Notices
- Equal opportunities Policy
- Health and Safety Policy
- IT Acceptable Use Policy
- Marking and Feedback Policy
- E-Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy

3.3. The content of this section is not exhaustive, and these provisions are subject to continuous development.

### 4. *Learning*

4.1. We believe it is in the best interest of children engaging in remote learning to provide structured and sequenced remote learning, replicating their classroom experience as closely as possible, however we recognise that switching to remote learning will affect pupils and their families in a number of ways.

4.2. The learning methods selected will be based on:

- Being realistic and focusing on what is most important, recognising that remote learning can be more difficult for many pupils and providing appropriate support.
- Allowing flexibility in the completion of activities, understanding that families may have more than one child sharing home resources and that workspaces may be shared with multiple family members, including by designing activities that are accessible for all pupils, including those working offline.
- Ensuring remote education practices are inclusive including by tailoring the remote curriculum for pupils with SEND

4.3. We will use a range of delivery methods including:

- Directed online learning - Sign-posting to online learning resources
- Hard copy learning – Provision of hardcopy resources to complete offline

- Remote live lessons – Lesson delivered to camera; pupils log in to a platform to participate.
- Remote pre-recorded lessons - Staff delivery of lessons to camera (with no pupil presence) and made available to pupils online to access in their own time
- Synchronised learning – Staff delivery of lessons with both in school and remote pupil attendance

## 5. *Resources*

5.1. The school will provide a combination of teaching and learning resources to support remote learning including, but not necessarily limited to:

- Work booklets
- Current online learning portals
- Educational websites
- Reading tasks
- Remote learning platforms and tools
- Pre-recorded video or audio lessons
- Online quizzes

## 6. *Equipment*

6.1. Pupils will need to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

6.2. For pupils who cannot access digital devices at home, we will, where possible, apply for support from the government to provide devices.

6.3. If a pupil is provided with school-owned equipment, the pupil and their parent will need to agree to the IT Acceptable Use Policy on receipt of the equipment and/or at a new year of enrolment and registration.

## 7. *Remote Learning Platforms & Online Learning Tools*

7.1. The Use of Remote Learning Platforms and Online Learning Tools is key to our ability to offer flexibility in our learning provision and offers the chance for greater efficiency, improved connectivity and collaboration between staff, governors and pupils, and flexible access to education for vulnerable and hard to reach children, supporting safeguarding and wellbeing agendas.

7.2. These tools will further support pupils who may currently be learning through Virtual Schools, or in hospital, to feel more integrated into the school community.

7.3. We will ensure that the platforms and tools we use are secure, maintain privacy and have enterprise level security.

## 8. *Safeguarding*

8.1. Safeguarding and child protection remains as important in this environment as anywhere else, and staff members will apply the school's safeguarding guidance to remote learning, just as they would to classroom working - staff who become aware of any child protection concerns will continue to follow established safeguarding procedures.

8.2. We will adhere to all additional guidance on delivering learning for those children access provision at home

8.3. When working remotely, we will ensure that the current Child Protection & Safeguarding Policy along with any addendums is adhered to at all times.

## 9. *Data Protection*

- 9.1. Data Protection remains as important in this environment as anywhere else, and staff members will apply the school's Data Protection Policies to remote learning, just as they would to classroom working - staff who become aware of any data breaches will continue to follow established data protection procedures.
- 9.2. This includes maintaining the same high standards of data protection, when sharing events and lessons remotely, as we would sharing any other sensitive, personal or confidential data.
- 9.3. Recording individuals will generate personal data including pupil images, names, contributions, login and contact details and will be protected, processed and retained in the same way as all personal data, in line with the schools Data Protection Policies and Privacy notices and in accordance with our other policies including IT Acceptable Use, Off Site Working, as well as our Retention Schedule.
- 9.4. The Data Protection Act, GDPR and our policies require us to assess the lawful basis for Data Sharing and the Data Protection suitability of providers of services/platforms, and this information will be published in our Privacy Notices.
- 9.5. We will carry out DPIAs of third party processors supplying remote and online learning and/or communications platforms and for any other processing deemed to require such.
- 9.6. We will follow our Acceptable Use of IT policy when communicating with parents and pupils.
- 9.7. We will follow the procedures in our Data Protection Policy for recording, reporting and responding to data breaches, suspected data breaches and cyber security incidents.

## 10. *Wellbeing*

- 10.1. In addition to safeguarding, pupil wellbeing is a significant consideration in our planning for remote learning.
- 10.2. We will ensure our remote learning curriculum factors in support for pupils' mental and physical wellbeing and considers differentiation in our pupils.
- 10.3. This includes scheduling regular breaks in teaching, recommending fresh air and exercise-based activities and by ensuring a reasonable balance between online and offline activities.

## 11. *School & home communications*

- 11.1. Maintaining a sense of community with parents, carers and pupils is very important to us and we will provide regular communication to parents about any general measures that need to be put in place if their child is learning remotely.
- 11.2. During the period of remote learning, we will maintain regular contact with parents to:
  - Ensure parents are aware of what their children are being asked to do and when.
  - Reinforce the importance of children staying safe online.
  - Provide further information as the necessity arises.

## 12. *School Responsibilities*

- 12.1. Each member of our school community plays a part in the safe and effective delivery of remote learning. These responsibilities are outlined below.
- 12.2. Our governing body is responsible for:
  - Ensuring that the school has robust risk management procedures in place.
  - Ensuring that the school has a business continuity plan in place, where required.
  - Evaluating the effectiveness of the school's remote learning arrangements including to ensure that the curriculum remains fully accessible and inclusive to all.
- 12.3. Our Headteacher is responsible for:

- Ensuring the schools remote learning approach is effectively communicated to the whole school community and providing regular and timely updates as dictated by any circumstances relating to the invocation of a period of remote learning.
- Co-ordinating and monitoring the effectiveness of remote learning delivery across the school, including to ensure that the curriculum remains fully accessible and inclusive to all.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Overseeing that the staff and pupils have the resources and appropriate training necessary to ensure effective remote learning in accordance with this policy.
- Ensuring the relevant policies are available to the school community at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning, including putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Managing the effectiveness of safeguarding measures through a robust system of reporting, investigating, and recording incidents.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents including that the relevant risk assessments are carried out within the agreed timeframes.
- Managing the effectiveness of data protection measures through a robust system of reporting, investigating, and recording incidents including the relevant Data Protection Impact Assessments are carried out prior to sharing pupil (or other high risk) information.
- Regular reviews of the effectiveness of this policy.

12.4. The Governors and Headteacher are responsible for liaising with the Data Protection Officer to ensure:

- all staff are aware of the data protection principles outlined in the GDPR.
- all Data Protection Policies and Privacy Notices are updated to reflect remote learning platforms.
- that all learning platforms, apps, games, communication platforms, computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018 and where necessary, Data Protection Impact Assessments have been carried out.
- all staff understand and follow the procedures for data breaches

12.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.

- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working, ensuring all safeguarding incidents are adequately recorded and reported.

12.6. The SENDCO is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Arranging additional support for pupils with SEND which will be unique to the individual's needs.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

12.7. IT coordinator/technician are responsible for:

- Reviewing the security of remote learning systems and flagging any security breaches to the Data Protection Officer.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.
- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded. All electrical devices loaned out must be wiped of any data before they go out and when they come back to school. Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENDCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

12.8. Teaching & Learning staff are responsible for:

- Ensuring pupils are shown how to use the remote platforms and other tools to be utilised in the delivery of remote learning.
- Create learning plans in line with this policy.
- Adhering to this policy at all times during periods of remote learning.
- Taking appropriate steps to ensure their devices remain secure in line with the IT Acceptable Use Policy including by setting privacy settings on devices used to deliver or engage in remote learning to an appropriate level to protect themselves and the pupils/parents involved
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Reporting any health and safety incidents to the Health and Safety Officer and asking for guidance as appropriate.
- Reporting any Data Protection incidents to the DPO and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
- Liaising with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician.
- Adhering to the requirements of the policies listed in section 3 including as they relate to remote learning.

**\*\*\*\* If a member of staff does not understand the system they are using, if the video call is not safe/reliable or if there is no clearly defined purpose for the communication, then speak immediately to a member of the senior team before they proceed. \*\*\*\***

## 12.9 Parents responsibility

- This policy supports the school's Parental Code of Conduct during periods of remote learning. If any conflict arises between this policy and the school's parent code of conduct this policy shall prevail during such periods.
- We believe parents will be more effective at facilitating and participating in their children's remote learning by working in partnership with the school and staff.
- As part of this partnership, parents are asked to support their child in adhering to the contents of the Pupil Code of Conduct: Remote Learning Rules (Appendix 3 at all times during periods of remote learning.
- We encourage parents to communicate any issues with remote learning, safeguarding, pupil welfare, well-being or data protection to an appropriate member of school staff as soon as possible.
- If a pupil is provided with school-owned equipment, the parent will need to agree to the IT Acceptable Use Agreement/Codes of Conduct prior to commencing remote learning.

## **Appendix 1: Considerations for leaders, teachers and teaching assistants during online learning/live streaming of lessons:**

- Will some pupils be excluded? Do they have internet, a device and a suitable place to learn?
- Are 'chat' settings turned on and are they visible/able to be used when the staff are no longer part of the communication?
- How do pupils ask questions/get help during the session?
- What are the boundaries/expectations of all parties during an online lesson?

### **Before the communication takes place:**

- For any individual contact, ensure that at least one other member of staff or a parent is in the house. Parents do not need to sit next to their child during the meeting.
- Ensure that the communication has been scheduled in advance and that all parties have agreed to the protocols for that communication.
- Ensure that all parties are using an appropriate space. Use a background filter if required. Make sure meeting settings are in place before the meeting.
- Ensure that the communication used cannot be accessed by third parties
- Check the settings of the system that is being used to ensure that staff have control over who can join the communication.
- Consider any vulnerabilities of pupils such as special educational needs, disabilities or child protection concerns.
- Do not start the session until there is more than one pupil in the lobby.
- Do not start the communication without another member of staff already in the communication and the communication being agreed by the Headteacher.
- Ensure that clear boundaries have been set in advance with all parties:
  - The maximum length of time the communication will last for.
  - Who will be involved, including a parent/carer for all individual pupil communication and always a second member of staff.
  - The number of times that the communication will take place e.g. weekly, fortnightly;
- Make sure the meeting options have been set up correctly. Think of the following questions: Do you want people to bypass the lobby? Do you want pupils/parents to take control of the screen?
- Ensure the chat function has been disabled.

### **During the communication:**

- Remind all pupils about the 'rules' and set clear boundaries at the start as to how the communication will work; Pupils should be reminded of the consequences
- Remind all pupils what to do if they have any concerns or safeguarding issues.
- Continue to monitor the environment for all parties – if something changes such as the parent/carer leaving the room during an individual pupils' communication, then finish the communication immediately.
- If any safeguarding concerns or other difficulties arise, finish the communication immediately and move to the 'After the Communication' section of this protocol.

### **After the communication:**

- Ensure that all pupils have left the communication before staff finish; (press the end meeting button)
- Ensure that the communication is finished, with no parties still part of the call/livestream.
- If during the meeting there are concerns of a safeguarding nature, these should be recorded and followed up using all normal school procedures and following the Child Protection Policy; and informing the Designated Safeguarding Lead.
- Feedback any concerns raised from the communication directly with the Head teacher

## Appendix 2: Video Calling Protocol and Policy for staff meetings, training or governors' meetings.



1. Check the system is working before the meeting is planned so time is not wasted for others waiting for you to join. Be punctual to the meeting.
2. Be sure that your camera is properly positioned on the main monitor you will be using for the video conference. A camera that is pointed too low on your body or pointed somewhere else in the room can be both distracting and unflattering. Make sure the camera is in a stable position and focused on your eye level. Doing so allows for more direct engagement with the other meeting participants. Also, be sure you have good lighting; natural side lighting is usually the best. Without proper lighting, you may either be ghosted out (too much light from the wrong angle), or too dark to see if there is not enough light in the room.
3. When attending a video meeting while working remotely, please dress as if you were in the office. Doing so shows respect and professionalism to your peers. It's also important to note that appearances are not limited just to you. Be aware of the condition of your surroundings, is there any inappropriate material that can offend others inadvertently.
4. During a video conference we are in a meeting, and we need to be as efficient as possible. You **should not be** multitasking during these meetings. Respect the person leading the meeting. You should not be responding to another email, checking your cell phone. Please turn off notifications, close or minimizing running applications and mute cell phones, streaming radio, etc. These are basic etiquette rules, which should be adhered to in all staff meetings.
5. Be in a room where people walking through will not happen or is kept to a minimum so you can focus on the meeting.
6. Make sure the room is quiet so there are no background noises.
7. If there are more than four people in a meeting turn off your microphones so the person leading the meeting can be heard.
8. Eating and personal grooming should be left to after a meeting.
9. Any questions relating to the discussion can be added down the side of the chat.
10. Please make sure questions added to the meeting are relevant to the meeting, and not personal discussions that you can have after the meeting has finished.
11. There should be no swearing or inappropriate language, racism or sexism or discussions which could be classed as bullying behaviour during the meeting, or on the chats. This will be seen as a disciplinary matter and the school will follow the school's grievance and bullying procedures. If you are unhappy with the Head-teacher's conduct, please speak to them directly after the meeting or escalate the matter to the Chair of Governors if you are unhappy with the response.



## Appendix 3: **Child Friendly Remote Learning Rules and code of conduct**

### ***Pupils are responsible for:***

- Following the E-safety child friendly policy. Be SMART online.
- If you cannot attend the live meetings let the teacher know.
- Appropriate dress must be worn for learning. School uniform may be worn!
- Take care of your personal digital information.
- Only share your image or use your camera when told to do so, or when parents allow this.
- Following the instruction and rules given by the teacher.
- Tell a trusted adult if you are worried about something.
- Video conferencing should take place in an environment that is quiet, safe and free from distractions and preferably in a public area in the home.
- Pupils using live stream must have an adult present in the house, although the adult need not be joining in or sitting next to the learner (sometimes this actually prevents the child taking part).
- Pupils are expected to interact patiently and respectfully with their teachers and peers. If the teacher allows the chat function during the live session, comments must be within our school rules – respectful and kind.
- Pupils will be responsible for their behaviour and actions when using technology, this includes the resources they access and the language they use. Pupils may be removed from a Teams meeting if they do not follow teacher instructions.
- Pupils must end the session as soon as the teacher instructs them to do so. Teachers, as owners of the meeting, will end the meeting for all so pupils are not in the sessions on their own.
- Mobile phones must be switched off and out of use unless specifically requested by a teacher for learning purposes.
- Pupils or parents must not record or take photographs of other pupils or teachers during a live session.
- The rules in place are designed to help keep everyone safe. If they are not followed, school sanctions will be applied and parents informed.
- If pupils have any internet connection or technical issues please email [info@wirksworth-jun.derbyshire.sch.uk](mailto:info@wirksworth-jun.derbyshire.sch.uk) or message the school and we will support you with these (please see online safety links below).



## Appendix 4: Parental Code of Conduct: Remote Learning Addendum

During part of home-learning, children may be asked to access the internet at home in order to complete work set by their teacher.

To ensure children are working online in a safe manner, please read the following guidance and read this alongside the E-safety policy.

**This addendum has been put in place to ensure staff, parents and children are kept safe, during online learning, and communication. Before children start remote learning make sure your child is aware of the SMART rules to keep themselves safe. This can be found in Appendix 5 of this policy, in the E-safety policy and on the school website under E-Safety.**

- **Environment** – if children are asked to log in to a live lesson/meet, then please ensure children are in a suitable learning environment, with a reduced amount of background noise and activity.
- **Adult supervision** – although we would like to promote independent learning – please ensure your child accesses the internet in a room where an adult is present.
- **Communication** – at times, children or adults may need to contact school (email, Twitter, Class Dojo etc.) please ensure communication is appropriate and positive.
- **Child communication** – we would love to hear responses from children but please ensure you are aware of what your children are saying to teachers or on Class Dojo.
- **Safe links** – children may be sent links from a teacher to help with work – these links will have been previously checked for appropriate content by a teacher.
- **Remote Learning** –We also ask that children are appropriately dressed if they are to be involved with video-based learning.
- **Third-Party websites** – as part of our ongoing learning, parents may receive communication from some third-party websites (e.g. Class Dojo). Parents will be made aware that these communications will be coming prior to any information being sent. These websites will be used for continued school communication and additional learning opportunities.
- **E-Safety** – please ensure children continue to follow the usual E-safety protocols when using the internet at home.
- **Recording the call** – remote communication has the potential to be recorded. If this is to be used by staff, it must be with prior agreement with parents and staff conducting the call.
- **School rules/code of conduct** - In these meetings, the teacher will set down the rules like in the classroom. If pupils repeatedly do not follow these rules they will be reminded of these and they may be removed from the meetings. You will be contacted if your child has been removed from a lesson. If your child continues to find it difficult to follow the rules we will follow our Encouraging Good Behaviour policy. This may mean creating a separate behaviour plan to allow the pupil to join the lessons. Possible options are 1:1 meetings with the teacher or paper copies of the learning being sent home.
- **Concerns** - If you have any concerns about websites or internet usage then please contact the soon as soon as possible to inform us.
- **Complaints** – if you are unhappy with any of the content or have concerns, please contact the teacher in the first instance, and then follow the school's complaints policy.



**BE SMART ONLINE**

**S SAFE** Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.

**M MEET** Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on [www.thinksknow.co.uk](http://www.thinksknow.co.uk)

**A ACCEPTING** Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.

**R RELIABLE** You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.

**T TELL** Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or [www.childline.org.uk](http://www.childline.org.uk)

**BE SMART WITH A HEART** Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

[WWW.CHILDNET.COM](http://WWW.CHILDNET.COM)

## Appendix 6: to our remote learning offer for periods **over a week/ not for a short term snow day.**

Children not engaging in the learning.

### Initial actions to take.

1. Identify children who may need a laptop or need access to paper learning and resources.
2. Teaching assistants will be deployed to prepare and drop off these resources on the same day.
3. Teacher to keep a register who is or is not engaging with the learning. These will be saved on share-point under remote learning registers and actions that have been taken.

**\*\*\*Our expectation is that all children should be engaged in their learning\*\*\***

### After no learning on Day 1.

The class teacher who is leading the learning, will first make a: phone call, email and Class Dojo to communicate with the parents/ carers. Questions to be asked will be:

- What is the barrier to not getting onto the Teams meetings?
- How can we help?
- Is there no access to the internet, can we help with this?
- Can we drop some resource off?

The answers to the questions may result in a home visit being made on day 2. The headteacher or deputy will be contacted to explain the support offered and the need for a home visit.

### After no learning on Day 2.

Again, the teacher leading the learning will make either a: phone call, email or Class Dojo communication, or in some cases all three, to see if the support offered has helped.

Questions to be asked are:

- Are you having problems using the laptop to access the internet resources?
- Do you need help using Teams?
- How can we help you further?

The answers to the questions may result in a home visit being made on day 3. The headteacher or deputy will be contacted to explain the support offered and the need for a home visit.

### After no learning on Day 3.

If learning has not started after the third day, a home visit **will be made**, to again support the family and the child. The headteacher or deputy will be made aware. This will be logged in My Concern, so we can record the support offered. If there is no answer at the home we will leave a note to say we have attended and ask parents to call back as soon as they get the note.

### After no learning on Day 4.

If no learning still has not started at day 4, another home visit will be made to offer support. The headteacher will be informed. If there is no response we will make a safeguarding referral to either our family support worker or Call Derbyshire in discussion with the DSL in

school. Please note: if we are concerned at any stage of significant harm to a child a referral will be made immediately following our safeguarding policy and procedures, this may happen at day 1.

Our approach is to be supportive and help get all children engaged with their remote learning.

## Appendix 7: Actions for school to take if pupils are not engaging in work during long term lockdown which will support Annex 1



- Below is a list of actions and support we will take if children are not engaging during the long term lockdown
- If pupils are regularly not engaging we will ensure the actions are recorded on My Concern so we have a chronology to support our decisions.
- Daily, teachers will monitor if the pupils have attended the registration, live lessons and submitting work

Concerns or worries	Reasons for this	Actions to be taken
<b>Pupils not sending work in.</b>	Ill or unwell.	<ul style="list-style-type: none"> <li>• Record this on our attendance registers.</li> </ul>
	Wifi down or laptop not working.	<ul style="list-style-type: none"> <li>• Make contact and ask if we can support the family with access to a computer or need a 4G dongle.</li> </ul>
	Can't log on as don't know how.	<ul style="list-style-type: none"> <li>• Make contact. Speak them though this on the phone or send email or Class Dojo message. Make a home visit to support.</li> <li>• Send home links to video and help sheets.</li> </ul>
	Pupils are disengaged.	<ul style="list-style-type: none"> <li>• Teachers to speak to parents and discuss what the issues are.</li> <li>• Arrange 1:1 meet ups.</li> <li>• Arrange motivational days, such as No screen days, Peter Pan day.</li> <li>• Offer rewards (Class Dojo points, reward afternoons at home and when they return to school, certificates, and prizes) for pupils to submit work.</li> <li>• Arrange meet up with friends during a social Teams meet.</li> </ul>
<b>SEND pupils not completing work</b>	Work too hard or not accessible.	<ul style="list-style-type: none"> <li>• Teacher to talk to the parents about what are the problems.</li> <li>• Teacher to speak to the SENDCo and see if there is any way to support the pupils at home and how they can make it more accessible for the child.</li> <li>• Teacher to ensure the work is differentiated to the pupils needs.</li> <li>• Teacher to discuss with the headteacher if they would be classed as vulnerable and need to attend school.</li> </ul>
	Parents finding it hard to support pupils at home.	<ul style="list-style-type: none"> <li>• Teacher to talk to the parents about what are the problems.</li> <li>• Teacher to speak to the SENDCo and see if there is any way to support the pupils at home. Explain good routines to use at home and offer rewards to pupils if they pupils engage.</li> <li>• Teacher to ensure the work is differentiated to the pupils needs.</li> </ul>

		<ul style="list-style-type: none"> <li>Teacher to discuss with the headteacher if they would be classed as vulnerable and need to attend school.</li> </ul>
<b>Pupils with the family support worker not engaging in work.</b>	Parents are not supporting the work.	<ul style="list-style-type: none"> <li>Teacher and family support worker to talk to parents why their child cannot complete and see if they can create actions to support the family.</li> <li>Offer a place in school for the pupil.</li> <li>Teacher and DSL to liaise with the family support worker to get the pupils in school or engaging with the online learning.</li> </ul>
<b>Pupils who have social worker not coming into school.</b>	Parents need support with routines.	<ul style="list-style-type: none"> <li>Work with social services to keep communication open.</li> <li>Keep contact with parents to ensure we can see the children through home visits.</li> <li>Record the visits on My Concern</li> </ul>
<b>Parents not responding, pupils not attending registration and attending the live meets, no work is being submitted for <u>over 2 days</u> with no safeguarding concern.</b>	No routine in the home.	<ul style="list-style-type: none"> <li>Speak to parents and see if there is any support we can offer them.</li> <li>Refer/signpost parents to support networks.</li> <li>Speak to the DSL and discuss if this meets the threshold for a referral.</li> </ul>
	Safeguarding concern.	<ul style="list-style-type: none"> <li>Alert the DSL immediately and make a referral to social services.</li> </ul>
<b>Parents not responding, pupils not attending registration and attending the live meets, no work is being submitted for <u>over 5 days</u> with no safeguarding concern.</b>	Parents not supporting the learning.	<ul style="list-style-type: none"> <li>Speak to parents and explain the importance of the pupils join lessons.</li> <li>Suggest they engage in paper based activities and drop these off at home and ask them to email these in.</li> </ul>
	Pupils getting screen fatigue.	<ul style="list-style-type: none"> <li>Speak to parents and discuss activities that be competed off a screen.</li> <li>Create paper activity packs for the pupils to pick and submit work.</li> </ul>
	Safeguarding concern.	<ul style="list-style-type: none"> <li>Alert the DSL and make a referral to social services.</li> </ul>
	Wellbeing concerns of pupils.	<ul style="list-style-type: none"> <li>Offer 1:1 support for pupils through Teams.</li> <li>Refer them to the doctors and support groups through the school website.</li> </ul>
	Wellbeing concerns of parents.	<ul style="list-style-type: none"> <li>Speak to parents via phone or home visit.</li> <li>Signpost them to support networks</li> <li>Speak to the DSL if a referral is needed to the family support worker.</li> <li>Discuss with the headteacher if the pupil can have a place in school</li> </ul>
<b>Parents not responding, pupils not attending registration and attending the live meets, no work is being submitted for <u>over 2 days with safeguarding</u></b>	Safeguarding concern.	<ul style="list-style-type: none"> <li>Make a home visit to see the child/children.</li> <li>If no contact made, contact their social worker to identify how they can support the family to keep contact with school.</li> <li>Make a new referral to Call Derbyshire if DSL believes they are in immediate danger.</li> </ul>

<b>concerns/or on the CIN or CP register</b>		
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**Appendix 8:** Suggested timetable of online learning.

<b>Before 9:00am</b>	<ul style="list-style-type: none"><li>• First day of remote learning the teacher shares the Teams links and the learning for the day for parents to access.</li><li>• This will involve English, Maths and a non-core subject.</li><li>• Reading and Multiplication practice should be in addition to this including a Loom video shared of the assembly for the children to watch.</li><li>• Some SEND children will require group sessions for phonics or intervention sessions.</li></ul>
<b>9:00-9:30am</b>	<ul style="list-style-type: none"><li>• Teams call online register. Discuss the learning for the day with the children and expectations.</li><li>• Children to send work completed in through Class Dojo.</li><li>• Parents can contact the teacher through Class Dojo for support.</li><li>• Teachers will give feedback via Class Dojo or arranging a Teams call to support learning.</li><li>• Teaching assistants to support the EHCP and SEND needs through group sessions on Teams and answering Class Dojo messages.</li></ul>
<b>12:45-1:15pm</b>	<ul style="list-style-type: none"><li>• Teams call to go through the learning in the morning- whole class marking.</li><li>• Then explain the learning for the afternoon.</li></ul>
<b>1:15-3:30pm</b>	<ul style="list-style-type: none"><li>• Teacher and teaching assistant to be answering messages on Class Dojo and arranging Teams calls to support learning where necessary</li></ul>
<b>Before 5pm</b>	<ul style="list-style-type: none"><li>• Teacher shares the Teams links and the learning for the next day for parents to access.</li></ul>

# Twenty Safeguarding Considerations for Lesson Livestreaming

Just because schools are supporting students remotely and sending work home does NOT mean that you need to livestream lessons. This should only be done where you are equipped to do so safely. But if you are considering it, bear these things in mind:

- 1 Only use school-registered accounts, never personal ones
- 2 Don't use a system that your SLT has not approved
- 3 Will some students be excluded? Do they have internet, a device and a quiet place?
- 4 Do students and staff have a safe and appropriate place with no bedrooms or inappropriate objects/information visible?
- 5 Check the link in an incognito tab to make sure it isn't public for the whole world!
- 6 Has your admin audited the settings first (who can chat? who can start a stream? who can join?)
- 7 What about vulnerable students with SEND and CP needs?
- 8 Don't turn on streaming for students by mistake – joining a stream ≠ starting a stream
- 9 Never start without another member of staff in the 'room' and without other colleagues aware
- 10 Once per week may be enough to start with – don't overdo it and make mistakes.
- 11 Keep a log of everything - what, when, with whom and anything that went wrong
- 12 Do you want chat turned on for pupils? Can they chat when you aren't there?
- 13 Avoid one-to-ones unless pre-approved by SLT
- 14 Remind pupils and staff about the AUP agreements they signed\* The rules are the same
- 15 Remind pupils and staff about the safeguarding policy and reporting process – does it work remotely?
- 16 Do you want to record it? Are students secretly recording it? You may not be able to tell.
- 17 How can students ask questions or get help?
- 18 What are the ground rules? When can students speak / how?
- 19 If you don't understand the system, if it won't be safe or reliable, if teaching won't be enhanced, DON'T DO IT.
- 20 Is your DPO happy? GDPR covered? Parental consent needed?



THE DIGISAFE TEAM WILL BE EXPLORING SAFE SETTINGS FOR THE MAIN PLATFORMS CHECK OUR SOCIAL PAGES @LGfLDigiSafe

\* Need templates? See safepolicies.lgfl.net

