



# **ONLINE SAFETY POLICY & PROCEDURES COVID-19 ADDENDUM**

## **January 2022**

**Effective Date: January 2021**

**Last Reviewed: February 2022**

**Reviewed by: Andrew Rutter, Vice Principal**

**Next Review Date: January 2023**

**This Addendum must be read in conjunction with the E-Safety Policy, Safeguarding and Child Protection Policy, Photographic Images of Children Policy and Behaviour for Learning Policy. It will be brought to the attention of those currently employed, or volunteering, in the school and shared with those individuals upon induction to the setting. It should be available to parents/guardians and displayed on the school website.**

## **CONTENTS**

1. Introduction	3
2. Context	3
3. Remote Education	4
4. Online Learning	5
4.1. Equality of access to remote education	6
4.2. Safeguarding during remote education	6
4.3. Code of conduct for live lessons	7
4.4. E-Safety Guidance	10
4.5. Sharing Photos/Videos	12
4.6. Retention of Video Recordings and Student Submitted Work	13
5. Reporting Concerns	13
Appendix	14

# 1. Introduction

This addendum has been created following DfE guidance [Actions for schools during the coronavirus outbreak \(Full Opening: Schools\)](#), [Actions for Early years and childcare providers](#), [Actions for Special schools and other specialist settings](#) and applies to Sandy Secondary School and Moggerhanger Primary School. It is also written in reference to the [Remote Education Good Practice](#). It has also been informed by the guidance circulated by the NSPCC [Undertaking Remote Education Safely](#).

This is an addendum to the Federation E-Safety Policy and links with our procedures for remote learning. It must be read in conjunction with the following;

- E-Safety Policy
- Behaviour for Learning Policy (including Covid-19 Addendum)
- Safeguarding and Child Protection Policy
- Photographic Images of Children and (for staff and other adults)
- IT Acceptable use Agreement
- Data Protection Policy
- Data Retention Policy

The Federation E-Safety Policy, along with this Addendum, must be available on request and must be read and understood by all those individuals involved in providing remote education to children and young people working in the school.

All staff have a responsibility to be aware of systems within their school which support safeguarding and any temporary amendment to these arrangements will be explained to them by the Senior Leadership Team. This includes the Safeguarding and Child Protection Policy, Behaviour for Learning Policy, the E-Safety Policy and the associated Acceptable Use Agreements.

# 2. Context

From January 2021, parents/guardians were asked to keep their child(ren) at home, wherever possible, and for schools to remain open only for those children of workers critical to the Covid-19 response, who absolutely need to attend. This is part of the national response to the Covid-19 pandemic and is designed to reduce the transmission of the virus by reducing the number of people attending school.

Despite the shift to remote learning, the **E-Safety Policy** and associated **Acceptable Use Agreement** remain largely unchanged. The changes that have occurred are outlined in this addendum and set out some of the adjustments we are making in line with the altered arrangements and following advice from the Government and local agencies.

This Addendum will be reviewed regularly, as the nature of the pandemic and local, or national, responses that involve remote education, or Government guidance on how we should operate, changes.

### 3. Remote Learning

Although we hope to have all pupils/students back at school as soon as possible, we need to have clear policies and arrangements in place for those students who are working remotely. This includes those students who are instructed to do so because of a local or national lockdown, and those who are required to self-isolate because they, or a member of their family, has tested positive for, or have symptoms of, Covid-19.

During periods of lockdown in a pandemic, whether experienced by the whole community, or by individuals who have symptoms, or receive a positive test result for Covid-19, or who must self-isolate because they have come into close contact with someone who has, learning will move substantially online for most pupils. We, therefore, need to plan to facilitate continuity of education, and to ensure that all students/pupils and staff are aware of the requirements and expectations.

Our policies, procedures and supporting documents, like our Code of Conduct for Remote Learning, have been reviewed to ensure they reflect how we will manage remote education and remain appropriate and useful for keeping people safe online during a pandemic.

Key principles underpinning our response to a local, national or partial lockdown;

- For individuals or groups of self-isolating pupils, remote education plans will be in place and be made available via Edulink and Google Classroom at Sandy Secondary School and ClassDojo at Moggerhanger Primary School. These should meet the same expectations as for students/pupils who attend school.
- A local or national lockdown may involve the school remaining open only for vulnerable children and the children of critical workers, and for providing remote education for all other pupils/students. Plans have been developed and are in place to ensure this can be staffed and managed.
- 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 will ensure we have the capacity to offer **immediate** remote education and that the aforementioned plans are actioned.
- Our contingency plan(s) will be reviewed and updated to reflect our plans. should there be a spike in infections and schools are advised to temporarily close (local lockdown) - refer to [Local lockdowns: guidance for education and childcare settings](#). These plans can also be enacted in the case of a full national lockdown. This will enable us to:
  - use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the curriculum expectations of both schools;
  - give access to high quality remote educational resources;
  - select the online tools that will be consistently used across both schools, in order to allow interaction, assessment and feedback, and make sure staff are trained in their use;
  - provide printed resources, such as textbooks and workbooks, for students/pupils who do not have suitable online access;

- recognise that younger pupils and some students/pupils with SEND may not be able to access remote education without adult support, and so schools will work with families to deliver a broad and ambitious curriculum and provide regular feedback and support.
- When teaching students/pupils remotely, we will:
  - set assignments so that students/pupils have meaningful and ambitious work each day in a number of different subjects;
  - teach a planned and well-sequenced curriculum, so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
  - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos;
  - gauge how well students/pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work;
  - enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure understanding;
  - plan a programme that is of equivalent length to the core teaching that students/pupils would receive in school, ideally including daily contact with teachers;
  - provide a Remote Learning Guide for students/pupils and accompanying information for parents and guardians.

We will consider the above in relation to the age, stage of development and/or special educational needs of the student/pupil, e.g. where this would place significant demands on a parent/guardian to help or support their child(ren). We will avoid an over-reliance on activities that may require significant parental input wherever possible.

## **4. Online Safety**

To identify new or higher risks associated with remote education and the ways risks can be reduced, we have consulted information and advice published by the Government, our local authority and a range of respected regional or national bodies who consult directly with the [UK Council for Internet Safety](#) regarding online safety like the [Safer Internet UK](#) partners and the [NSPCC](#).

The main issues to address are:

- Equality of access to delivering and receiving remote education (looking at infrastructure, devices, and technical knowledge in homes and how any SEND or home circumstances might affect access); and
- The safeguarding of staff, students/pupils and others affected by remote education (looking at safe use of technology, safe teaching/learning environments, and safe behaviour especially regarding privacy and security).

## 4.1 Equality of access to remote education

When we participated in the [DfE Laptops for Disadvantaged Children Programme](#), we took reasonable steps to support, as circumstances allowed, the creation of a healthy and secure workstation set-up at home.

Before distributing devices, we ensure:

- They are set up to access remote education.
- Appropriate [safeguarding controls and support](#) are in place to help students/pupils and families use devices safely.
- Help and support with technology is available for students/pupils and their parents/guardians.

Information is or will be made available to parents and guardians who need it about:

- How we run our device loan scheme with devices from the DfE Programme, who owns the devices, responsibilities of borrowers, how we deal with loss, theft or damage, and repair or replacement arrangements for faulty devices under warranty.
- Connectivity support available for disadvantaged children through various Government and independent providers of broadband and IT services.
- Support for children with special educational needs and disabilities available from the [Family Fund](#) and/or the [16 to 19 Bursary Fund](#) which 16 to 19-year-olds from disadvantaged households may be eligible for support from.
- DfE [online education resources for home learning](#), and other online activities and resources to support remote education.
- DfE [Coronavirus \(COVID-19\): support for parents and carers to keep children safe online when setting up and using technology for remote learning](#).

During periods of remote education we will rely on [teaching resources](#) recommended by the [Government](#), professional associations and other specialists in education. We will also follow Government [examples of remote teaching practice](#) and [guidelines](#) on their use i.e. that they do not replace our properly planned curriculum.

## 4.2 Safeguarding during Remote Education

### **Risks:**

We recognise the additional risks to students/pupils as a result of them spending increased amounts of time online due to the pandemic. These risks are clearly summarised by the South West Grid for Learning (SWGFL) [report](#).

Some of the risks associated with online learning may relate to the adult delivering the session, while other risks may stem from the behaviour of the students/pupil and other members of the household. There are also potential risks associated with the online software being used. Some of the key risks are outlined below:

- Not maintaining professional standards
- Grooming behaviours
- Attempts to move the child onto another platform, account, or to access them by phone or text
- Setting up a separate, unmonitored lesson time or account
- Inappropriate use of chat messaging on the platform, and deleting those messages
- Inviting unauthorised adults into the platform
- Contacting teachers out-of-lesson time
- Stalking-type behaviours
- Inappropriate conduct during lesson time
- Inviting other students in to the 1:1 lesson who then behave inappropriately
- Unauthorised making and/or sharing recordings, videos, photos, etc.
- Cyberbullying.

We also recognise additional risks for staff, especially those facilitating remote learning via video links and that may impact on other people in their household or community. As set out in the [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers guidance](#), online education should follow the same principles set out in our staff code of conduct which has been updated to reflect expected good remote education practice.

### **Risk Management:**

We will follow relevant Government [safeguarding guidelines](#) and make use of recommended technical tools and guides to help us deliver remote education safely from organisations like [The Key for School Leaders](#), and education and child protection specialists like [SWGfL](#), and the [NSPCC](#).

Our protocols and procedures have been implemented to address and limit problems with the following risks;

- Risk of phishing
- Privacy concerns
- Recordings
- Private Google Meet sessions
- Inappropriate content
- Data Protection
- Poor privacy controls and security

We have implemented the following Code of Conduct for Remote Learning. This has been created and distributed to all students for use within Sandy Secondary School. This has also been shared with staff and parents/guardians.

## 4.3 Code of Conduct for Live Lessons

### Code of Conduct for Students for Online Sessions on Remote Learning Platforms

Throughout the coronavirus pandemic (COVID-19) the school will be operating a varied programme of home learning. The home learning set will include live online lessons, pre-recorded sessions and teaching using more conventional methods such as PowerPoints, worksheets and quizzes.

**This Code of Conduct outlines what we expect from students taking part in live online sessions.**

Our Code of Conduct echoes much of our expectations of students in lessons, when in school and all of it is designed to help students gain the most benefit from online learning.

- I will only use Edulink, Google Classroom and my school e-mail for the purposes of online learning and will only browse, download, upload and forward material that is related to my learning and as directed by my teachers.
- I will not use any other e-mail to communicate with school staff except for my school email address.
- I will not use my school e-mail to create groups, initiate calls or initiate meetings and will end sessions when the teacher tells me to do so.
- I will not share my password or login details with anyone and will keep them safe.
- I will check Edulink, Google Classroom regularly, with the help of my parent or guardian, to keep track of online sessions and learning.
- I understand that online sessions will be recorded but that the recordings will never be made public.
- I will not share resources or videos created by my teachers with anyone who is not a student or member of staff at Sandy Secondary School.
- I understand that recordings of the sessions may be shared with other students and staff who have missed the live lesson.
- I will not share any school content on social media platforms.
- I will use technology in a responsible way. I will not take photos of my screen or record online interactions in any way.
- I will continue to follow the rules regarding my use of technology as outlines in the schools Acceptable Use Agreement which can be found in the Student Planner.
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied and my parent/guardian may be contacted.

When participating in a live lesson or online chat as part of an arranged learning experience, you should remember that it is an extension of the classroom and you should conduct yourself as you would in the classroom. Therefore:

- I will make sure that my communication in the online learning environment is always supportive of my learning and the learning and wellbeing of others.
- I will respect others by never doing, or helping someone else to do, anything which could make them feel uncomfortable, threatened or unsafe, or disrupt the lesson in any way.
- When taking part in an online session I will make sure that:
  - I am on time to the interactive session.
  - My environment is quiet and free from distractions.
  - I take part in the lesson from a public part of the house (not a bedroom).

- The background (and foreground) is appropriate (be mindful of what is visible behind you/in front of you).
- I am suitably dressed in smart/casual clothing or my school uniform. You should not be wearing pyjamas, anything revealing, or anything with an offensive logo or slogan.
- I remain attentive.
- I never share my screen unless directed to by the teacher.
- I mute or unmute the microphone if asked to so that I can communicate with the teacher.
- I communicate in a courteous way at all times to both teachers and fellow students. Remember that once you type something online, it is there forever and you cannot take it back, so think before you say, or ask, something.
- I will end the session as soon as the teacher indicates to do so and will not remain in the session after the teacher has left.
- I understand that when using Edulink, Google Classroom and other applications provided by the school my use can be monitored and logged and can be made available to my teachers.

### **Live Lesson Safeguarding Guidance**

In addition to the code of conduct aforementioned the Federation has endorsed and shared the following expectations with all stakeholders about the expectations for live lessons:

- Staff will not permit anyone to join a live lesson that does not belong to the class/group being taught. This is to ensure that no one has access to personal information about students or staff, who is not permitted to do so.
- When holding a live lesson via Google Meet, staff will only admit students/pupils into the class that are permitted to attend. They should also only be allowed to join the class through their own Google account and not through an account of a third-party.
- Students are not to share a link to the meeting with anyone else as this compromises the security of the group.
- Staff should not take part in 1:1 virtual lessons with students/pupils. Virtual lessons via Google Meet are only permitted when delivered to groups of students/pupils. 1:1 discussions would only be considered where another adult was present in the room, and subject to the prior approval of the Executive Principal.
- Staff and students/pupils must wear suitable clothing, and this applies to anyone else in the household. Students/pupils who are permitted into a class and who do not wear appropriate attire, will be removed from the lesson.
- Any computers used should be in appropriate areas of the home and, where possible, be against a neutral background. In some circumstances students have a workstation in their bedroom and, due to limited space in the home and the demands placed on the wider family, exceptions may be made. This must be agreed on a case by case basis in consultation with the Senior Leadership Team. In this instance students/pupils should have the door to the room open.
- Live classes will be recorded and backed up, so that if any issues arise, the video can be reviewed in accordance with access and retention policies.
- Live classes should be kept to a reasonable length of time, and last no longer than the duration of the timetabled lesson.
- Language use must always be professional and appropriate, including that which is used by any family members in the background.

- Parents/guardians can withdraw their consent for students/pupils to take part in live learning at any time. This has been communicated to parents/guardians in advance of live lessons taking place.

## 4.3 E-Safety Guidance

In addition to the updated codes of conduct, staff, students/pupils (or due to their age and ability, the adults supporting them), parents, guardians and, to some degree, virtual or in-person visitors using online technology for education purposes, or school business, are expected to (with examples of support):

### **Check security and privacy settings**

- Adjust privacy and safety settings on all devices, in apps and other online places to control what personal data is shared and to ensure that safeguarding settings are high.
- [Review the security settings](#) on 'smart' devices and [change](#) any default, weak or guessable passwords.
- [Set up two-factor authentication](#) if devices are capable or available. This is a free security feature to stop unwanted people getting into accounts. Users receive a text or code when they log in to check they are who they say they are.
- [Regularly update devices or apps](#) used for school or work. Using the latest version of software and apps can immediately improve security.
- Think about physical privacy when appearing live online e.g. the appropriate engagement of students/pupils in live learning, appropriate clothing, distractions like noise and interruptions,

### **Act regarding unsuitable content**

- Prevent unwanted content from appearing i.e. set filters and [parental controls](#) on home broadband and mobile networks and not disable or bypass them (the [UK Safer Internet Centre has advice](#) on how this can be achieved).
- Block unsuitable contact (with support as necessary)
- Report harmful activity, to the website, platform or app, a trusted adult and the Designated Safeguarding Lead. [Report Harmful Content](#) to Safer Internet UK if not satisfied with the result of a report to a service provider.

### **Protect against fraud**

- Beware of fraud and scams online including Covid-19 related phishing emails and text messages and use appropriate [cyber security](#) and "[stop, challenge, protect](#)" information to avoid becoming a victim.
- Forward suspicious emails to [report@phishing.gov.uk](mailto:report@phishing.gov.uk), a service run by the National Cyber Security Centre (NCSC) Suspicious Email Reporting Service to get them removed automatically if they fail NCSC validity tests.
- Never give out personal information to websites or in response to emails/text messages not recognised or trusted
- Report being scammed, defrauded or experiencing cyber-crime to [Action Fraud](#), the UK's national reporting centre.

## **Check the facts**

Use the [SHARE checklist](#) to make sure they are not contributing to the spread of harmful content e.g.

- **Source** - make sure information comes from a trusted source.
- **Headline** - always read beyond the headline (use the NewsGuard [free tool](#) to help identify fake news).
- **Analyse** - check the facts (use the Ofcom [Cutting Through the COVID-19 Confusion](#) webpages, check claims about COVID-19 at [Full Fact](#) and find reliable information from [www.gov.uk/coronavirus](http://www.gov.uk/coronavirus)).
- **Retouched** - does the image or video look as though it has been doctored?

## **Stay physically and mentally healthy online**

Whether staff or pupils are working, learning or playing online, they should take regular breaks and use tools like [Apple's Screen Time](#), [Google's Family link](#), [Xbox One](#), [PlayStation 4](#), [Nintendo Switch](#) if necessary to manage screen time, especially:

- if they're feeling overwhelmed, perhaps limiting the time spent watching, reading, or listening to coverage of the outbreak, checking in at set or just a few times a day
- if they're feeling physical discomfort like aches, pins and needles, pain, strain, headaches; or if they need to be more physically active outdoors.

Parents and guardians will be given [guidance](#) on supporting their child's mental health and wellbeing during COVID-19 as well as [screen time advice](#) from the Chief Medical Officer. We will also provide practical guidance on making the home environment a good and safe one to learn in, with a sensitive appreciation for people's different home circumstances and what is reasonable.

Staff are also expected to:

- Consider their temporary home working environment, insofar as it might impact on their physical health, or the safeguarding of learners or their own household.
- Act appropriately on feedback and use any necessary online or cyber tools provided.
- Consider the technology they use at home to get online i.e. to ensure compatibility with school systems, especially cyber security measures involved in accessing sensitive data like medical, behaviour or performance information on school servers remotely.
- Implement relevant guidance on safe teaching and pastoral care from their home e.g. what is in the background of recorded or live streams, what is visible on shared screens, what can be heard by others in a household etc.
- Pay special attention to how they protect personal data at home.

## **Keep talking about staying safe online**

Which we can do by:

- Ensuring students/pupils and staff have the tools to promote a healthy balance between the positive and negative aspects of online working.
- Signposting parents and guardians to tools to explain and reduce risks, and help them talk to their child (e.g. [UKCIS guidance](#) on minimising children's exposure to risks; Childnet International's [conversation starters](#) and specific guidance on [under 5s](#); [Ditch the Label](#) teacher resources that can

be helpful for parents/guardians to discuss cyberbullying; the Government's [helpful advice](#); and where there are concerns about specific serious harms, the [guidance on how to protect your child](#) from sexual abuse online, 'sexting' or radicalising, pornographic or suicide content).

- Reiterating behaviour expectations and ways to handle and report problems, especially encouraging students/pupils to speak to a trusted adult if they come across content online that makes them uncomfortable.
- Supporting critical thinking and promoting resources like Parent Zone's [guide](#) and Childnet's [advice and top tips](#) which provide ways parents and guardians can help their child develop these skills.

## 4.4 Sharing Photographs/Videos

In the course of their learning and where ICT access permits, students/pupils are likely to be required to share the work that they have produced at home. In some instances, this will be produced using a Microsoft Office product (or similar), and the student/pupil will share this via e-mail with their teacher, or upload it onto Google Classroom or ClassDojo. This will allow the class teacher to monitor and track progress, and provide feedback on the work submitted.

In some instances, students may be asked, or may wish to, share a photo or video of the work that they have produced as evidence of their learning. We know that, for some practical subjects, this is particularly useful, and is now commonly used in a variety of educational settings, and across different key stages. It is also necessary for students/pupils that may produce work by hand.

When uploading photos or videos, the student, child or parent/guardian must abide by the following:

### E-mail:

- Work should only be submitted using the school registered e-mail account. Students and staff are not permitted to communicate with each other via any other e-mail account. These accounts are regulated and monitored centrally within the school to ensure compliance with school policies and to safeguard all users.

### Google Classroom:

- Students wishing to use Google Classroom should join the assigned class via the link circulated by their teacher using their school Google account. They can securely upload work into this area. Communication with class teachers via Google Classroom is permitted as this is part of the process of marking and providing feedback on submitted work. Google accounts are regulated and monitored centrally within the school to ensure compliance with school policies and to safeguard all users.
- When taking photographs/videos of work to be shared with staff, **students/pupils must:**
  - Ensure that the images/videos shared are appropriate and relate specifically to the task set.
  - Ensure that the images/videos are taken with the consent of parents/guardians.
  - Ensure that the images/videos do not include any personal or sensitive data or information.
  - Ensure that if the image/video includes an image of the student/pupil, they are suitably dressed in their uniform, school PE kit or other smart/casual clothing (i.e. not pyjamas). In most situations, the photograph will be taken of the work, and there will be no need to include the student/pupil in the image.

- Only take an image/video when you are happy and willing to do so. There will be no expectation that you must submit work in this way.
- Only submit images/videos to teaching staff using school e-mail accounts or through Google Classroom using your school Google account.
- When providing students with the option of sharing photographs/videos with the school **staff must:**
  - Ensure that the images/videos shared are appropriate and relate specifically to the task set.
  - Ensure that it is clear what is required from the student and why.
  - Ensure that work requested is submitted through a school-endorsed and secure method (i.e. Google Classroom or via school e-mail) so that it is accessible to middle-leaders and Senior Leadership Team for transparency and to ensure effective safeguarding.
  - Ensure that images/videos are not downloaded onto personal electronic devices, such as a laptop or a USB.
  - Remove and delete the images/videos in line with our retention policy and with due regard for GDPR policy and guidance.
  - Inform the DSL or Deputy DSL (Designated Safeguarding Lead) if there are any concerns about the safety and/or wellbeing of a student.

Photographs/videos submitted by students/pupils will be closely monitored and accessible to middle leaders and the Senior Leadership Team as part of regular reviews of remote learning. Images and video recordings will be kept by the school in line with the retention statement below.

## 4.5 Retention of Video Recordings and Student Submitted Work

Video recordings constitute personal data because they may contain personal images of identifiable people. This would also apply to any photographs or videos that include images of students/pupils. In accordance with our Data Protection Policy this information should be retained for no longer than is necessary for the purposes for which it is produced.

In most instances, live recordings are retained for students to watch at a later date when they have been unable to watch a lesson live, or if they wish to come back to the lesson to reinforce their knowledge and secure their understanding. Retaining a recording of live lessons will also enable the school to undertake an investigation should any complaints arise from the session. Live lessons will therefore only be kept for a time-limited period.

Students' submitted work (including photographs and videos) can be provided for a variety of reasons, and in some cases will need to be retained for longer, if it is required as evidence towards external qualifications. In some instances, it can be removed and deleted shortly after submission, where it is not required for such purposes. This work should be retained for so long as is required in accordance with our Data Retention Policy and Data Protection Policy.

All sensitive data including recorded lessons and videos/photos of students will be deleted in accordance with our Data Retention Policy.

## **Reporting Concerns**

The school is conscious of the ever-changing nature of remote learning and the expectations of schools is quickly evolving and developing in line with best practice, and in accordance with the guidance provided by the local authority and Department for Education. This addendum will, therefore, evolve and develop, and be adjusted to ensure that the highest standards and expectations are maintained with respect to keeping our children and staff safe online.

For all enquiries in relation to this addendum, please contact us via telephone or using the school e-mail address. Your enquiry will then be passed on to the most relevant person.

**Tel:** 01767 680598

**Email:** [parentcontact@sandysecondaryschool.com](mailto:parentcontact@sandysecondaryschool.com)

## Appendix:

# 10 TOP TIPS REMOTE LEARNING FOR CHILDREN

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However it also requires a level of discipline and careful planning. That's why we've created this guide to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be.

### 1) Treat remote learning the same as classroom learning

Despite being at home, it's important to remember the same rules apply as being in the classroom, particularly in respect of behavior and conduct. Focus on learning and don't get distracted by your surroundings.



### 2) Use classroom language

If you are encouraged to communicate through emails and online messages, don't use shorthand text speak and write as though you would speak in class. Remember to be respectful and polite and avoid posting negative comments or spamming the chat.



### 3) Take regular screen breaks

Whilst remote learning might be an exciting experience to begin with, having prolonged periods of time in front of a screen isn't always healthy. Remember to have regular screen breaks where possible and in your spare time, try to get some fresh air and enjoy other activities away from electronic devices.



### 4) Always conduct video learning in an open space at home

To get the best experience from remote learning, it's important to create the right environment around you. Try to set up a mock 'classroom desk' at home in an open space so parents can supervise if necessary. Avoid bedrooms as this could be considered inappropriate.



### 5) Only communicate through approved school portals and platforms

It's important that you send messages and any pictures or images required for class through approved school channels, such as internal learning portals or approved platforms. This will help to keep your personal information safe and secure.



### 6) Stick to teacher rules and guidelines around online learning

Your school should issue you with guidance around remote learning and the rules to follow. Always maintain classroom behaviour and try to remember that you are in a learning environment and not a social setting.



### 7) Dress in school uniform

As part of your learning environment, try to maintain school uniform/dress. This will help as part of replicating classroom learning in the home. Try to avoid wearing anything too casual as this could be deemed inappropriate for school.



### 8) Don't share passwords or other sensitive information

In order to begin your online lessons or to gain access to learning materials, you may be provided with login details and passwords. In the same way you keep your personal details private, always keep these safe and never share them with others.



### 9) Don't use school platforms to discuss personal matters

It's important to keep your school communication channels separate from your own personal communication with friends and family. Don't be tempted to engage in casual discussions or send images, videos or links via official school apps or platforms that aren't associated with your learning.



### 10) Look after your mental health and wellbeing

Remote learning ultimately means working alone and missing out on daily social interaction with your friends. If you ever feel frustrated, low or sad, it's important to discuss how you feel with your parents or your teacher. Keeping in touch with friends over the phone or on social media can also help to keep your spirits up.



# 10 TOP TIPS

## REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

### 1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



### 2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



### 3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



### 4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



### 5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



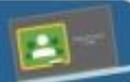
### 6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



### 7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



### 8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



### 9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



### 10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.

