St Andrew's Prep
EASTBOURNE

E-Safety Policy – Safe and Effective Remote Teaching, Learning, Pastoral Care

Author / reviewed by:	Graeme Anderson
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Safe Remote Learning – Guide for Pupils

1. Treat remote learning the same as classroom learning

Despite being at home, it is important to remember the same rules apply as within the classroom, particularly regarding behaviour and conduct. Focus on learning and do not get distracted by your surroundings. Any breach of school rules and expectations will be challenged in accordance with normal school policies. Serious breaches, as usual, will be dealt with robustly and could involve outside agencies.

2. Use classroom / "professional" language

When communicating through emails, online messages etc, do not use shorthand and "text-speak"; write as though you would speak in class. Remember to be respectful and polite and never post negative or abusive comments or "spam chat".

3. Take regular screen breaks

We encourage you to take regular breaks and maintain a healthy structure to your day which should mirror, up to a point, how it works at school. Remote learning might be an exciting experience to begin with but having prolonged periods in front of a screen is not always healthy. Remember to have regular screen breaks in your spare time; try to get fresh air, exercise and enjoy other (non-screen-based) activities.

4. Always conduct video learning in an open / more public space at home

A bedroom is inappropriate unless there is a designated "study-desk / neutral area". It would be entirely inappropriate for a bed to be visible. Getting the right environment around you is simply appropriate for both you and the teachers you are working with. But you will also be more effective if the environment you set up, is conducive to learn in. You are encouraged to set up a designated area in your home which fulfils the need to be both appropriate and effective. Should you wish to use it, there is a background blurring function in the Teams app for laptops (but not tablets / phones).

5. Only communicate through approved school portals and platforms

Microsoft Teams / Office 365 will be the main software platforms. Others such as Padlet, My Maths, Mathletics, TT Rockstars.... you are also familiar with. Never use personal social media accounts to communicate with staff. This is all geared around ensuring you are safe and that your data is safe. Also, in the event of any problem emerging through your fault or someone else's, it allows the school to investigate the problem in a transparent way.

6. Stick to teacher rules and guidelines around online learning

The expectations encapsulated within the Behaviour Policy (for both pupils and staff), ICT Acceptable Use Policy, etc as well as this policy document, form our common-sense expectations so that everyone can work in a safe and mutually supportive and kind environment. Remember you are in a learning environment and not a social setting.

7. School uniform

For the duration of remote learning, during school working days you may appropriate home clothes. However, this does mean no baseball caps, cut away / cut-off / crop tops, no swim-wear, ripped clothes. All of this is common-sense.

8. Adhere to standard network / portal / platform security

As part of the Pupil ICT Acceptable Use Policy, you already know the importance of never allowing other people access to your devices or networks / platforms which you are using by giving out or sharing passwords. Some work will be collaborative (eg Chats on MS Teams) but this is enabled through you accessing this functionality as being "you" and not as "someone else".

9. Do not use school platforms to discuss personal matters

It is extremely important that you keep your school communication channels separate to your own personal / social communication with friends or family. Never be tempted to engage in casual discussions or send images, videos or links via official school apps or personal apps which are not associated with your learning.

Note that certain elements of the school's work with you will be more pastoral and supportive in nature (eg Tutor or Form Period time) but always remember to operate within these same common-sense boundaries.

As always, if you experience problems at any time whether a small thing (eg. you are having trouble accessing or understanding taught material) to a more significant issue (eg. you are being bullied online), please get in touch with the school via your tutor (or teacher) without delay, as well as your parents.

10. Look after your mental health and well being

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 is important to discuss how you feel with your parents or your teacher or tutor. Keeping in touch with friends over the phone or social media can also help keep your spirits up. Remember the importance of common-sense strategies of eating healthily, drinking sufficient healthy fluids, getting sufficient sleep, avoiding screen-time before bed, taking regular exercise, etc.

Safe Remote Teaching – Guide for Teachers

1. Re-familiarise yourself with relevant policies as well as upskilling

These are listed at the end of this document. All the standard policies apply as well as this document itself. Use downtime to help you upskill new ways of delivering material using the recommended apps. Be prepared to experiment and get some things wrong along the way; it is often the fastest way to learn. Take sensible precautions to ensure any mistakes are not serious.

2. Consider your surroundings

Use of webcams, video and live communication must be given careful thought. Ensure the positioning of any camera is in an open / appropriate space with a plain background if possible and with no personal information on display. Avoid bedrooms. Ensure the setting is "neutral" / professional. Should you wish to use it, there is a background blurring function in the Teams app for laptops (but not tablets / phones).

3. Create and disseminate a clear distance learning approach and guidance

In the same way in which you have classroom rules and expectations, underpinned by those of the school, it is important that your pupils (and their parents) are clear as to what is expected of you (and the pupils) regarding behaviour, routines and conduct. It will provide all parties, including you as the member of staff, with a level of confidence and reassurance which everyone will benefit from. Keep expectations high, even though you are operating behind a screen yourself.

4. Only use school-approved platforms and communication channels

Always communicate through officially supported and approved outlets and only ever use your School email address. Never communicate through personal email or social media accounts and refrain from communicating outside normal school hours unless you are returning marked work which can be returned in a "non-live" manner. Be open and transparent with pupils, parents and line managers about your working timetable.

5. Always dress professionally

Reciprocate the expectations placed upon pupils. Whilst some staff may find the normal expectations of "working dress" are helpful in maintaining their own self-discipline and a productive work-life balance, a "dressed-down" option is perfectly acceptable providing all common-sense expectations are applied in the same way as they are for pupils.

6. Challenge pupils who do not adhere to your and the School's expectations

Such as those included in this document and other policies. Record issues on the intranet, on the Portal in the normal way; engage tutors/ form teachers and HoS as per routine. Tutors/

form teachers will continue to be the main conduit for parent-school communication although some teachers (eg VMTs perhaps) may find themselves engaging with parents more directly owing to the nature of in-house / remote learning. Such staff should use this opportunity for the benefit of the pupil's learning and development by enlisting the support of parents in an unambiguous and mutually supportive way.

7. Distribute a class timetable / schedule for remote learning

A copy of the remote learning timetable is online, which loosely follows the actual school timetable. Not all elements of all lessons will be interactive with all pupils at the same time. But teachers should be setting tasks and engaging with pupils either as a class or giving 1-1 or group support throughout the duration of all timetabled sessions, as well as setting prep and marking it outside the session. Keeping to a set School structure will be healthy for you and reassuring and productive for parents and pupils respectively. Pupils living in time zones "near" to the UK will work to BST timings. For pupils living in time-zones which are several hours different to the UK, they will be less able to benefit from live feedback. It is perfectly ok to set up a one-off or routine weekly time to engage with a particular pupil (or sub-group of pupils) living on the other side of the world, if this is beneficial to their learning. Please publish such a slot to parents / tutor / house staff to be transparent.

8. Ensure you use the correct / appropriate technology

Remote learning will mean you will need to employ the right technology and software to ensure that pupils are able to access learning in the safest and most secure way. Only use school-supported apps which are secure and transparent. If you wish to use new technology which is not currently supported, suggest it to PS for a School decision; do not sign up to it / purchase it yourself without prior authorisation from the PS. Assuming the UK government allows it, and in line with social-distancing expectations, you may come into school to use classroom kit. Please let Reception know your arrival and departure time for reasons of fire / security safety.

9. Protect personal data

Only use appropriate systems and software which are either officially supported and authorised by the school and / or which require School email and password login. Only ever use your School email / Office 365 login (one and the same) for direct pupil communication via Teams.

10. Learning strategies

Some methods in which you normally teach topics can be relatively easily replicated online. A fair amount is going to need to be re-planned and thought through, in order to be most effective, in the eyes of an online / remote learner, as opposed to someone who is sitting in front of you in a classroom.

11. Practical and sensible considerations and recommendations regarding communication

In terms of risk management and regarding archiving material for later reference / checking:

- text-based functionality on Teams and standard School email is recommended in preference to live audio or video link
- video webinars and podcasts are recommended in preference to live audio or video
- if communicating live by audio / video 2-way, group or class communication is preferable to 1-1.
- Do not set up live-streaming / communication events for groups beyond a private setting of your class or tutor group (ie. never available to the whole web as a live open stream). Only Teams should be used – never another platform (eg Skype, Zoom) presently.

There will be settings when 1-1 communication is essential – for example when delivering 1-1 music lessons, LAMDA lessons and 1-1 tutorials (as opposed to group sessions). In such cases, the following points should be adhered to which constitute further risk management as of March 2020:

a. Work to a set timetable which is known by PS and known by the pupil's parents. Live classes / tutorials should be kept to a reasonable length of time within the agreed and published timetable, or the live-work may prevent the family / household 'getting on' with their day.
b. Use Teams communication technology which will provide a log of start and end times, the names of staff and pupils involved. Never use personal accounts (yours nor the pupil's) and never use "open" sites; only audio and video functionality enabled through Teams.
c. Immediately stop the session, challenge and report as necessary, any situation which could be construed as inappropriate, caused by the pupil. Self-report any issue inadvertently caused by you.
d. Use School iPads / School PC / Mac equipment if possible.
e. Do not record the session, even using a separate device. You should not have recordings of children on your personal devices.
f. Obviously adhere to all relevant and routine policy guidance.
g. For certain activities such as music lessons, parents may wish to be present throughout the lesson, or at the start and end. Parents may also wish to be on hand to help facilitate the technical aspect of the operation– logging on, checking the video and audio, answering and ending the call.

12. Music VMT's guidance (some of which is also relevant for other 1-1 settings)

Please e-mail your pupil to let him/her know to expect a Teams call at the allotted time. Timetables will still be produced by RC and will be sent out in the usual way.

Without the issue of extra-curricular activities taking place, there is potentially more flexibility for the timing of lessons i.e. afternoons and early evenings, but please organise lessons appropriately (not outside normal school working hours).

If the pupil does not answer the call, the VMT should keep trying the pupil every 5 mins, but if after 15 mins there is no answer then the lesson would be abandoned and the VMT would email the parent/pupil and Director of Music to say they tried, couldn't make contact and remind pupil of the following weeks' time or arrange a new lesson time where possible.

All VMTS will need to complete a record/register as normal and supply it to the Music dept as usual.

It may be difficult for pupils and teachers who are drummers, pianists and harpists to carry this out at home if they don't have access to instruments. In this instance, access may be available to school instruments although contact will need to be made with respective schools to establish whether this is possible. TBC in light of government guidance.

For pupils who may be in school due to parents being key workers, provision may be available as outlined in the point above. If allowed, social distancing measures must be followed.

Safe Remote Learning – Guide for Parents

1. Take an active interest in your child's learning

These are strange times. Your child is under your care whilst learning when they would normally be in school. It is inevitable that this is going to be even more of a partnership between home and school, for all this to work best. This situation has been forced upon us all – pupils, parents and staff need to work as a team. 100% remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. If you can, try to take an active interest in your child's learning and support them if and when they need a helping hand and / or direct them to the relevant member of staff to support them.

2. Monitor your child's communication and online activity

It is 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 and insist that they remain polite, remember their manners and courtesies and never to post or send negative comments / inappropriate material, just because they are behind a computer. The school will challenge poor behaviour and will expect your support in so doing. Poor behaviour which could or does harm other pupils or where more serious rules and / or the law is broken or where the school or staff are brought into disrepute will be dealt with robustly in accordance with normal procedures.

3. Establish a daily routine and schedule

We anticipate sticking to an adapted school timetable for all pupils living in the UK / in close time-zones. Those in far-away time-zones will still be able to access all material to be working through but not "live" until such times as routine times are established, quite probably / importantly with you being aware. Certain aspects such as music lessons and tutorials will be published and overlain on the basic timetable.

4. Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers / devices. The timetable will provide times for screen-breaks but please support your child by helping ensure that these breaks are taken away from screens (eg. Daily exercise); also the need to be screen-free before bed will be even more important, given the time they are spending in-front of a screen during the main part of each day.

5. Ensure suitability of learning device and location

Please ensure your child is using an appropriate device such as a school issued or personal iPad, a personal Mac or PC. Trying to get work done on a phone is not going to work and will ruin their eyes! Please help ensure that their work-space is appropriate with no personal information / effects in front of any camera. We advise the workspace being in a separate room from your child's bedroom unless there is a clearly designated work-space area within it and where the bed itself is not visible. Being able to see personal effects and / or a bed would be entirely inappropriate. Unless you are yourself engaging directly with a member of staff (eg during a music lesson) you will wish to ensure your privacy is maintained by being out of the camera lens, especially if your child is engaging with a class discussion.

6. Implement safety controls and privacy restrictions on apps and software

Most of the apps the school will be using will be cloud-based and internet accessible via transparent school passwords. Please remind them of the importance of user-security – they should never share logins with other pupils. It may be that in time, the school may require some apps to be downloaded onto your / their device. Please continue to ensure that content-filtering and also anti-virus measures and user-safety controls are implemented by you as standard, as the school will only be able to ensure this on networked or cloud-based applications.

7. Ensure your child only uses official school communication channels

It is important that all communication with teachers and school staff is directed through approved (and transparent) school channels, primarily using Office 365 Teams. Please see relevant sections for teachers and pupils – eg guidance / risk management on 1-1 live communication.

8. Familiarise yourself with relevant school policies

An understanding of this e-safety remote teaching / learning policy is key. The Pupil ICT Acceptable Use Policy and the Schools Behaviour Policy form important underpinning safeguards for all pupils. These, and several other relevant school policies, are available on the parent portal. Please alert your child's form tutor/ teacher if you have any concerns about anything at any time. Such concerns might be the conduct of your child, someone else's child or a group or indeed a member of staff. Even though the school is operating remotely, all concerns will be taken seriously and followed up diligently and promptly.

9. Maintain feedback with teachers

If your child is struggling, encourage them to engage with teachers directly – either the relevant teacher or via their form tutor/ teacher – to address the issue. If this does not work, we encourage you to engage with us to assist your child. We are keen to learn from any issues which may arise during this period and to improve the way we do things and aim to be receptive. We respectfully remind parents of the need for open, transparent and honest communication which has courtesy and mutual respect at its core. Please only use the same official channels by which to communicate – ie not communicating with staff via their personal phones, personal accounts, etc. We understand the reality that there will be times when you may be communicating directly with staff alongside your child during part of certain learning activities – eg music lessons.

10. Monitor and support your child's wellbeing and mental health

Remote learning will mean that your child will not get the same level of social interaction and will not see their friends for a while. Please keep up a check on their wellbeing and try to encourage them to get outside as much as they can, in accordance with government regulations. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might and probably will, take its toll. Thank you for supporting them with sensible self-help strategies – see pupil section 10.

Delivering Pastoral Care Remotely - Guide for form Tutors / Teachers and Pupils

1. Form tutors/ teachers will have daily time slots for communicating with each of their tutees within their weekly timetable, both at the start and end of the day, when registering.
2. This time together is of real importance, particularly for those who may feel isolated.
3. The importance of maintaining tutor-tutee contact cannot be under-estimated. Pupils need to know that they are part of a living community and are being cared for by professional pastoral staff as well as being taught by professional teachers.
4. Professional behavioural and safeguarding expectations underpin tutor-tutee work in the same manner as more formal teaching and learning. Importantly see section 11 of the teacher section for more guidance on group and 1-1 settings.

References

External
- Keeping children safe in education 2019
  https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf
- NSPCC undertaking remote teaching safely
  https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/
- National Online Safety Guides 2020: Remote learning tips for learning, teachers and parents
- Microsoft PowerPoint guide to remote working – see annexe 4
- East Sussex Guidance for schools on safeguarding vulnerable children who are not in school during enforced school closures Version 1 20 03 20

Internal
- Staff Code of Conduct
- Child Protection and Safeguarding Policy
- ICT Acceptable Use Policy (Staff)
- ICT Acceptable Use (Pupils)
- Other e-safety policies
- Rewards and Sanctions Policy
- Data Protection policy
- Teaching and Learning policies