



Remote Learning Policy

2023

MISSION STATEMENT

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Corpus Christi Catholic School is a welcoming, vibrant and diverse community with the Christian values of respect, equality and love for all at its core.

We aim to nurture, motivate, educate and to inspire all children to become lifelong learners and to achieve the best that they can.

Following the example of Jesus, we uphold our school motto:
To Learn, To Live, To Love.

Discere Vivere Amare



POLICY STATEMENT:

At Corpus Christi School we believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

INTRODUCTION:

We are aware that remote learning is where the student(s) and the educator are not physically present in a traditional classroom environment with information being relayed through technology.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:
 - They have an infectious illness
 - They are preparing for or recovering from some types of operation

- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision
- Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school
- Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity
- Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

We acknowledge that since March 2020 there has been great innovation in remote learning with a wide range of approaches being used enabling pupils to continue to learn and progress; and preventing any widening of the attainment gap for the disadvantaged.

We have the capacity to offer immediate remote learning to any class, group or small number of pupils who are unable to attend because of self-isolating or a local lockdown.

We have in place a contingency plan for remote education which:

- uses a curriculum sequence that allows access to high-quality online and offline resources and teaching videos that is linked to the school's curriculum;
- gives access to high quality remote education resources;
- selects the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use;
- provides printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access;
- recognises that younger pupils and some pupils with SEND may not be able to access remote education without adult support so we will work families to deliver a broad and ambitious curriculum;
- maintains an up-to-date record of which pupils and families do not have device or internet access;
- considers how school technology resources could be used in future to support pupils without sufficient remote facilities by providing laptops and chargers to identified families;
- outlines technology training and refresher for school personnel;
- ensures continued access to appropriate reading books and resources for early readers;
- helps parents/carers to support pupils in their early reading;
- maintains good communication with parents via Zoom, Teams or Google Meet, about the approach the school is taking.
- provides online safeguarding procedures.

(Remote Education Support (DfE))

We have 'found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.' Factors such as:

- ensuring pupils receive clear explanations;
- supporting growth in confidence with new material through scaffolded practice;
- application of new knowledge or skills;
- enabling pupils to receive feedback on how to progress.

We use a single, interactive platform for our remote education provision which creates virtual classes by drawing information from the school's management information system enabling a single point of access for all lessons and resources. This allows teachers to host both live and recorded explanations and lessons.

We work hard to maintain a normal school day and aspects of school life online as we believe it will be beneficial to pupils and support them in the management of their work and time.

We believe that it is very important to continue to teach all or most of the planned curriculum. However, subjects such as science, music and technology can prove challenging. In regard to physical education, we encourage pupils to take regular physical exercise to maintain fitness.

We believe keeping active is a vital part of every child's education, as well being important for their mental and physical health. We now use the DfE's new online video collection that supports young people's mental and physical health by providing videos via YouTube which are incorporated into online lessons.

We acknowledge and must be aware that recent research has found that the demands of remote learning during the recent lockdowns put pressure on schools, such as the following:

- The need for physical space in the home.
- Poor access to technology.
- Parents managing different age groups at the same time.
- Parents working while also overseeing school work.
- Parents confidence and experience with the learning topics.
- Children's willingness to engage.

We must address these issues with parents if we have to use remote learning again in another school lockdown in order to improve remote learning.

We wish to work closely with the school council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy

AIMS

- To use remote learning as a way of delivering education and instruction to any class, group or small number of pupils who are not physically present in school.
- To teach a number of students remotely by using a virtual learning platform.
- To ensure online safeguarding procedures are in place.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

ROLES AND RESPONSIBILITIES

Role of the Governing Body

The governing body has:

- appointed a member of staff to lead the development of the curriculum and to oversee remote learning;
- delegated powers and responsibilities to the headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the school council in:
 - ☐ determining this policy with the governing body;
 - ☐ discussing improvements to this policy during the school year;
 - ☐ organising surveys to gauge the thoughts of all pupils;
 - ☐ reviewing the effectiveness of this policy with the governing body.
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the headteacher and the coordinator;
 - ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ report to the governing body every term;
 - ☐ annually report to the governing body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher/Designated Safeguarding Lead

The headteacher will:

- work in conjunction with the senior leadership team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide training for all teachers on how to use a single, interactive platform effectively in their teaching;
- ensure the safety and e-safety of all members of the school community by creating a safe ICT learning environment by having in place:
 - ☐ an effective range of technological tools;
 - ☐ clear roles and responsibilities;
 - ☐ safe procedures;
 - ☐ a comprehensive policy for pupils, staff and parents.
- ensure a safe and secure username/password system is in place for all:
 - ☐ technical systems;
 - ☐ networks;

- ☐ devices; and
- ☐ email and virtual learning environments.
- ensure risk assessments are:
 - ☐ in place and cover all aspects of this policy;
 - ☐ accurate and suitable;
 - ☐ reviewed annually;
 - ☐ easily available for all school personnel.
- inform parents on how we provide remote learning that is as close to in-school provision as possible by outlining:
 - ☐ how teachers are trained to deliver the curriculum and support the learning of pupils;
 - ☐ how teachers have had to adapt to a new way of working;
 - ☐ how teachers are supported;
 - ☐ what pupils will need to have at home;
 - ☐ what is expected of pupils;
 - ☐ what support is available to pupils if they need it;
 - ☐ how parents can help;
 - ☐ how online lessons are delivered;
 - ☐ the problems of delivering live lessons;
 - ☐ why pupils are getting a similar amount of work to what they would have in school;
 - ☐ how pupils can stay active and healthy at home;
 - ☐ how the school has in place online safeguarding procedures;
 - ☐ guidance to parents on how they can protect their child while online;
 - ☐ our concerns about future lockdowns and how we can overcome them.
- ensure provision of remote learning is equivalent in length to the core teaching that pupils would receive in school including recorded or live direct teaching time plus the time for pupils to complete tasks independently:
 - ☐ Key Stage 1: 3 hours a day.
 - ☐ Key Stage 2: 4 hours a day.
 - ☐ Key Stages 3 and 4: 5 hours a day.
- Communicate with parents our safeguarding and child protection arrangements so that they are aware of:
 - ☐ Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges;
 - ☐ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children;
 - ☐ the Safeguarding and Child Protection policy;
 - ☐ safeguarding procedures in place;
 - ☐ all safeguarding policies;
 - ☐ their role in safeguarding and child protection.
- ensure good practice is shared throughout the school;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve remote learning by speaking with parents regarding:
 - ☐ the need for physical space in the home;
 - ☐ poor access to technology;
 - ☐ parents managing different age groups at the same time;
 - ☐ parents working while also overseeing school work;
 - ☐ parents confidence and experience with the learning topics;
 - ☐ children's willingness to engage.

- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - ☐ monitoring learning and teaching through observing lessons;
 - ☐ monitoring planning and assessment;
 - ☐ speaking with pupils, school personnel, parents and governors.
- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors; annually report to the governing body on the success and development of this policy.

Role of IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning and flagging any data protection breaches to the DPO
- Assisting pupils and parents/carers with accessing the internet and the distribution of school owned devices

Role of the Curriculum Lead

The curriculum leader will:

- ensure online safeguarding procedures are in place;
- provide awareness training for pupils on how to use Google Classroom correctly for remote learning;
- meet with parents to provide training on the benefits of using a single, interactive platform for remote learning;
- ensure parents have in place for their child essential equipment such as a:
 - ☐ good internet provider and connection;
 - ☐ computer with good specifications;
 - ☐ set of headphones;
 - ☐ quiet space for their child to work.
- ensure teachers:
 - ☐ provide lessons that are well-prepared and organised and with clear instructions;
 - ☐ work collaboratively with families of pupils with special educational needs or disabilities (SEND) and will put into place reasonable adjustments so that access to remote education is successful;
 - ☐ effectively meet the needs of SEND pupils in order for them to continue to make progress;
 - ☐ consider whether one-to-one sessions could be appropriate for children who are vulnerable or who are SEND;
 - ☐ help build positive routines for pupils and create a feeling of safety for pupils;
 - ☐ help parents/carers and pupils make a weekly plan that includes time for learning, playing and relaxing in order to reduce stress and anxiety.
- ensure teachers provide lessons that are well prepared and organised and with clear instructions;
- ensure school IT equipment and the school internet connection is of a high standard and well maintained;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress
- ensure sufficient and up to date resources are in place

Role of Teachers when teaching online

When teaching online, teachers must:

- create a positive and safe online classroom environment where all pupils are respected and valued;
- look out for any signs of abuse and neglect;
- report their concerns of abuse and neglect;
- report all suspected safeguarding concerns and disclosures to the online designated safeguarding lead;
- ensure all communications with pupils and parents is on a professional level;
- teach all pupils to:
 - ☐ report any form of abuse or online bullying;
 - ☐ be vigilant against online radicalization.
- make learning fun and enjoyable;
- provide high quality lessons;
- create a lively online atmosphere;
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- teach a planned and well-sequenced curriculum;
- provide frequent, clear explanations of new content;
- gauge how well pupils are progressing through the curriculum;
- plan a programme that is of equivalent length to the core teaching pupils would receive in school;
- monitor pupil engagement;
- log participation and motivation levels and feedback to parents, either individually or formally through regular reports;
- contact pupils or parents to explore ways to secure re-engagement;
- assess pupils' progress through quizzes or tests;
- give clear instructions at the start of all online lessons as to what is expected in terms of behaviour such as:
 - ☐ how pupils may signal to ask a question;
 - ☐ when pupils should mute their microphones;
 - ☐ when pupils should turn on or off their webcam at the start of each session
- regularly check to ensure pupils are following along;
- allow pupils sufficient time to make comments or ask questions when prompted;
- ensure content shared with pupils is appropriate, accessible and course related;
- inform pupils in advance if lessons will be recorded;
- give clear instructions when a lesson is coming to an end;
- at the end of each lesson wait for all pupils to log off;
- keep in touch (Google Meet, Emails, phone calls KS2, parental communication KS1)#
- access to work and providing feedback
- ensure pupils:
 - ☐ behave in a respectful, considerate and kind manner;
 - ☐ communicate in a courteous way to both teachers and fellow pupils;
 - ☐ display responsible behaviour;
 - ☐ treat others and their opinions with respect, cultural sensitivity and politeness;
 - ☐ listen and take direction;
 - ☐ are punctual to lessons;
 - ☐ are located in an appropriate location;
 - ☐ are aware of school behaviour systems;
 - ☐ participate actively in lessons and complete tasks to the best of their ability;
 - ☐ are critically aware of the materials/content they access online;
 - ☐ validate the accuracy of information;
 - ☐ do not use their mobile or any other hand held device during lesson time.

Teachers Online Code of Conduct

Safeguarding - Teachers must:

- be fully aware of all online safeguarding policies and procedures;
- undertake online safeguarding training on induction and when necessary;
- understand their role in online child protection procedures;
- be aware of the signs of abuse and neglect;
- report their concerns of abuse and neglect;
- report all suspected safeguarding concerns and disclosures to the online designated safeguarding lead;
- ensure all communications with pupils and parents will be on a professional level;
- read, understand and sign the online safeguarding policy;
- ensure pupils understand and are aware of child protection procedures;
- reinforce online safety messages when teaching online;
- teach all pupils to:
 - ☐ be critically aware of the materials/content they access online and will show how to validate the accuracy of information;
 - ☐ report abuse or any form of online bullying;
 - ☐ be vigilant against online radicalisation;
 - ☐ acknowledge the source of information used and to respect copyright when using material accessed on the internet.
- create a positive and safe online classroom environment where all pupils/children are respected and valued;
- not distribute recorded lessons to third parties;
- secure any sensitive data;
- not initiate any personal relationship with a child.

Online Etiquette - Teachers must:

- give clear instructions at the start of all online lessons as to what is expected in terms of behaviour such as:
 - ☐ how pupils may signal to ask a question;
 - ☐ when pupils should mute their microphones;
 - ☐ when pupils should turn on or off their webcam at the start of each session.
- regularly check during each online lesson to ensure pupils are following along;
- allow pupils sufficient time to make comments or ask questions when prompted;
- ensure content shared with pupils is appropriate, accessible and course related;
- inform pupils in advance if lessons will be recorded;
- give clear instructions when a lesson is coming to an end;
- at the end of each lesson, wait for all pupils to log off.

Pupil Behaviour - Teachers must ensure that:

- pupils behave in a respectful, considerate and kind manner when online;
- pupils listen and take direction;
- if a pupils demonstrates unacceptable or inappropriate behaviour then the school behaviour systems will be followed;
- pupils participate actively in lessons and complete tasks to the best of their ability;
- they provide encouragement to all pupils;
- safeguarding protocols are followed if they notice anything inappropriate;
- pupils are punctual to lessons;
- pupils are located in an appropriate location.

Privacy and Compliance - Teachers must:

- exercise confidentiality at all times;
- use social networking sites wisely and cautiously so that they do not jeopardise themselves, others or their place of work;
- be cautious when using social networking sites and must:
 - ☐ set their profile as private;
 - ☐ not allow access to pupils or parents/carers;
 - ☐ avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- not, outside school hours, make contact with pupils or parents/carers via telephone, text message, email or on social networking sites;
- not give their personal details such as mobile and home telephone numbers, home or email address;
- report any pupils who tries to contact them outside the school permitted channels.

Role of Pupils

Pupils will:

- be trained in how to use a single, interactive platform for remote learning;
- be trained in how to use IT effectively;
- provide feedback on the effectiveness of remote learning;
- being aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Online Code of Conduct for Pupils

General Rules and Guidelines - Pupils must:

- always communicate by being supportive of their learning and the learning and wellbeing of others;
- be aware that online lessons will be recorded but will never be made public
- follow the online school timetable as planned;
- be on time for each online lesson;
- attend all lessons;
- inform their teacher by email if they are unable to attend;
- interact patiently and respectfully with their teacher and peers;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- raise their hand before speaking;
- be responsive and participate fully in all lessons;
- remain attentive during lessons;
- treat others, their work and equipment with respect;
- be supportive and constructive when offering feedback to others in collaborative group tasks;
- learn to take pride in their work;
- produce work to the best of their ability;
- complete all tasks and assignments on their own unless it is a collaborative group task;
- complete all self-study tasks on time;
- participate in discussions concerning progress and attainment;
- submit homework properly and completed on time;
- wear appropriate clothing and not pyjamas during online sessions;

- liaise with the school council;
- take part in questionnaires and surveys;
- end the lesson as soon as the teacher indicates to do so and must not stay in the session after the teacher has left;
- maintain a positive online learning environment.

Code for Safeguarding - Pupils must:

- adopt a safe and responsible use of the internet;
- understand the importance of adopting good online safety practice;
- report any form of abuse, misuse or access to inappropriate materials;
- report any form of online bullying;
- not post or upload anything offensive, abusive or illegal;
- not upload inappropriate messages, content, unauthorised advertising, promotional material or spam to the internet;
- be vigilant in monitoring the content of websites;
- recognise and avoid online safety risks;
- be aware of radicalisation;
- report any contact from radical groups;
- not share online their user name and passwords with anyone;
- only use approved email accounts;
- report receiving of any offensive emails;
- not divulge their or others personal details;
- not arrange to meet anyone via email;
- seek permission from their parents/carers to send a formal email to an external organisation;
- not take part in sending chain letters;
- report any unsuitable website or material found online;
- share any concern that they have about another pupils with their teacher or parent/carer;
- when undertaking research, report to their teacher or parent if they feel unsafe;
- share any concern that they have about their teacher with their parent/carer;
- report to their parent/carer or teacher if they have concerns about their welfare or safety;
- not take photographs of screen shots or share images of the online session;
- not record online interactions in any way.

Code for Online Classroom Behaviour - Pupils must:

- communicate in a courteous way at all times to both teachers and fellow pupils;
- display responsible behaviour;
- be aware that any inappropriate behaviour will result in being removed from the lesson;
- not use racist, sexist, homophobic, abusive terms, swear words or language that may cause offence;
- must treat all other pupils and teachers and their opinions with respect, cultural sensitivity and politeness.

Code for using Technology - Pupils must:

- only use on loan school IT equipment for school purposes;
 - treat their IT equipment with good care and attention;
 - not use their mobile phone, digital camera or any other hand held device during lesson time;
 - frequently check for email from their teacher;
 - only take part in live streaming when their parent/carer is present;
 - be responsible for their behaviour when using technology.
- Code for Online Classroom Environment** - Pupils must support a positive and safe online classroom environment where all pupils are respected and valued.

They must have in place a:

- quiet study space where they can focus and not be disturbed;
- stable internet connection;
- work station or table top with a comfortable chair;

- standalone computer or laptop;
- suitable back drop.

Code for using Copyrighted Materials and Plagiarism - Pupils must not:

- use copyrighted materials,
- plagiarise any work whether it is written, multimedia, oral or creative;
- submit someone else's work as their own;
- copy words or ideas from someone else without giving credit;
- give incorrect information about the source of a quotation;
- change words by copying the sentence structure of a source without giving credit;
- copy so many words or ideas from a source that it makes up the majority of their work.

Privacy and Compliance - Pupils must:

- not share documents or resources that are exclusive to the school with outsiders;
- not take screenshots;
- not record any of the resources supplied by the teacher or the school;
- not share any lessons that may be recorded;
- inform the teacher if they do not wish to be recorded in compliance with their parent's wishes.

Role of Parents/Carers

Parents/carers will:

- attend awareness training on the use of a single, interactive platform for remote education provision;
- be aware of online safeguarding procedures provided by the school;
- provide for their child:
 - ☐ the appropriate IT equipment;
 - ☐ a quiet work area;
 - ☐ online safeguarding.
- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school code of conduct and guidance necessary to ensure smooth running of the school.

RAISING AWARENESS OF THIS POLICY

We will raise awareness of this policy via:

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| ▪ School handbook/prospectus. | ▪ Headteacher reports to the governing body. |
| ▪ School website. | ▪ Information displays in the main school entrance. |
| ▪ Staff handbook. | ▪ Text messages. |
| ▪ Meetings with parents such as introductory, transition, parent-teacher consultations, and periodic curriculum workshops. | ▪ Email. |
| ▪ School events. | ▪ Social media: |
| ▪ Meetings with school personnel. | <input type="checkbox"/> Facebook |
| ▪ Written communications with home such as weekly newsletters and of end of half term newsletters. | <input type="checkbox"/> Twitter |
| ▪ Annual report to parents. | <input type="checkbox"/> Virtual pin boards |
| | <input type="checkbox"/> School |

TRAINING

We ensure:

- all school personnel:
 - ☐ have received the appropriate training on all safeguarding policies and procedures undertaken by a registered training provider;
 - ☐ are familiar with the following documentation:
 - Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
 - Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
 - ☐ are aware of the following linked policies:

<ul style="list-style-type: none"> ➤ All aspects of this policy ➤ Safeguarding and Child Protection ➤ Anti - Cyber bullying ➤ Acceptable Internet Use Agreement ➤ ICT ➤ Pupil Behaviour and Discipline ➤ Anti-bullying 	<ul style="list-style-type: none"> ➤ School Website ➤ Mobile Phone Safety and Acceptable Use ➤ Photographic and Video Images ➤ Internet Social Networking Websites ➤ Equal opportunities ➤ Inclusion
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- the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- that we have in place data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;
- that we have in place evidence for all staff that:
 - ☐ highlights the knowledge gaps in the training;
 - ☐ shows how those knowledge gaps were corrected.
- all school personnel understand and undertake their role in safeguarding and child protection effectively.

SAFEGUARDING

We:

- are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school;
- work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children;
- believe that all children have the right to be safe in our society;
- recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents;
- teach all our children about safeguarding;

- work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties;
- want all children to feel safe at all times;
- want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements;
- ensure all school personnel:
 - ☐ **who work directly with children** must read both **Part One and Annex B** of 'Keeping Children Safe in Education' (KCSiE) guidance;
 - ☐ **who do not work directly with children** can either read **Part One or Annex A**;
 - ☐ must understand their roles and responsibilities;
 - ☐ must:
 - understand that safeguarding and promoting the welfare of children is everyone's responsibility;
 - attend appropriate safeguarding and child protection training at induction;
 - be made aware of the following policies:
 - Safeguarding and Child Protection
 - Behaviour
 - School Personnel Behaviour
 - Child Gone Missing On or Off Site
 - Role of Designated Safeguarding Lead (DSL)
 - attend regular updated safeguarding training;
 - be aware of all safeguarding systems within the school;
 - be in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating;
 - have responsibility to provide a safe environment in which children can learn;
 - be prepared to identify children who may benefit from early help;
 - follow the processes as set out in KCSiE (paragraphs 51-67) if they have any concerns about a child's welfare;
 - be aware of the process for making referrals to the local authority;
 - support social workers and other agencies following any referral;
 - report to the designated safeguarding lead any concerns they have regarding a child;
 - know what to do if a child tells them they are being abused, exploited or neglected;
 - be able to reassure victims that they are being taken seriously and that they will be supported and kept safe;
 - be familiar with 'Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (DfE)'.

DATA PROTECTION

Accessing Personal Data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data, which can be found on the schools website.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 Keeping devices secure

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

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

MONITORING THE IMPLEMENTAION AND EFFECTIVENESS OF THE POLICY

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

LINKED POLICIES

- | | |
|-------------------|-------------------------------------|
| ▪ Curriculum | ▪ Teaching and Learning |
| ▪ Differentiation | ▪ Assessment |
| ▪ E-Safety | ▪ Acceptable Use of ICT |
| ▪ Cyber Security | ▪ Safeguarding and Child Protection |

We believe that this policy:

- has been reviewed thoroughly by the safeguarding governor and the designated safeguarding lead has been questioned on it to make sure it stands up to scrutiny;
- flows and is easy to follow;
- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;
- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings;
- has been received by all school personnel via appropriate safeguarding training;
- is provided to all school personnel and a hard copy can be found in the staffroom reference library.