

Remote Learning Policy

Review Date: September 2025

Review By: SLT

Final Approval: SLT

Academy Context

The Core Values of the academy which relate specifically to this policy state that we are working together to form relationships based on:

- **Compassion** – everyone is encouraged to be generous in their concern for others
- **Faith** – everyone is invited to develop their understanding of Christian belief, worship and lifestyle.
- **Justice** – everyone is entitled to be treated fairly and to promote the self-esteem of others.
- **Responsibility** – everyone is expected to understand the consequences of their actions.
- **Truth** – everyone is required to be honest and to communicate in a positive manner.

Such values contribute to the school's common purpose of 'striving for high quality education with a strong Christian ethos'.

1. Introduction

This Policy aims to:

- Ensure consistency in the approach to remote learning for students who are not attending school because of the pandemic
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection and safeguarding

Links with other policies

This policy is informed by and should be read in conjunction with:

- Remote Education Provision document (website)
- Behaviour Policy and Coronavirus Addendum
- Child Protection Policy and Coronavirus Addendum
- Data Protection Policy and privacy notices
- Home-School Partnership document
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Staff Code of Conduct

2. Roles and Responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.35 and 3.15.

If teachers are unable to work for any reason during this time, for example due to sickness, they are not expected to provide remote learning. They should report using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Delivering learning:
 - For remote learning (to whole classes or year groups):
 - To deliver learning materials via the Firefly portal
 - To provide resources for each class they teach
 - To provide teaching in line with the academy's schedules and time guidelines via MS TEAMS, the lesson template system or through other agreed styles of work (App 1 details)

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- To ensure students receive work in time for their normal timetabled lesson and that students are notified of TEAMS sessions as soon as possible, e.g. by the end of school on a Friday before the following Monday
 - To follow requirements of the Head of Subject in planning and delivering remote learning
 - To support students with additional needs through differentiated activities and liaison with teaching assistants and/or SENDCo
 - For split learning (ie where some students are in school and others are learning remotely from home)
 - Teachers will inform students as to whether or not learning will be through Firefly or using MS TEAMS. In the latter case, this will be conducted as per the instructions given (App 2)
- Providing feedback :
 - Through live interaction in Teams lessons
 - Through pair or small group intervention where necessary
 - Through online feedback forms, via e-mail for formally assessed pieces of work
 - If a student raises questions with teachers, they should seek to respond within 24 hours wherever possible
- Keeping in touch:
 - To record non-engagement in TEAMS lessons using the designated Firefly page
 - To maintain regular contact with students in the tutor group or in teaching groups in the agreed way (eg Teams, phone calls, email),
 - To report any complaints or concerns to the relevant person (eg Head of Year, DSL), following the same protocols as if attending school.
 - To respond to emails from parents and students following the same protocols as if attending school. (These are not expected to be answered outside working hours.)
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 - To attend virtual meetings with staff, parents and students as requested.
 - To maintain the Academy's dress code for remote activity in all visual interactions.
 - To ensure all live teaching takes place in a suitable location and with nothing inappropriate in the background

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours.

If teaching assistants are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

- To support remote learning for students with additional needs, teaching assistants are expected to:
 - liaise with class teachers over the learning for such students;
 - provide additional or different resources for identified students;
 - provide immediate support to students by email or MS TEAMS;
 - support families of identified students with regular 'welfare' calls or e-mail communication;
 - share any concerns over learning with the SENDCo or Deputy SENDCo as appropriate;
 - attend virtual meetings with colleagues, parents and students as necessary.

2.3 Curriculum Leaders

Alongside their teaching responsibilities, curriculum leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Working with teachers teaching their subject remotely to make sure the work is set, is appropriate and consistent

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- Liaising with SENDCo, Pupil Premium Co-ordinator, Catch-Up Premium leader, senior leaders and pastoral staff about the provision for the most vulnerable students to ensure that any barriers to learning are overcome as appropriate;
- Working with other curriculum leaders and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other;
- Monitoring the remote work set by teachers in their subject – explain how they’ll do this, such as through regular meetings with teachers or by reviewing work set;
- Alerting teachers to resources they can use to teach their subject remotely;
- Monitoring the attendance of students to remote ‘live’ lessons in their curriculum area. Contacting parents of such students and, if concerns persist, sharing these with the relevant Head of Year and the Attendance Officer.

2.4 Heads of Year

Alongside their teaching responsibilities, Heads of Year are responsible for:

- Responding to emails from parents and students following the same protocols as if attending school; (These are not expected to be answered outside working hours.)
- Leading their team of form tutors in delivering the pastoral programme for their year groups via assemblies, and contact home if needed;
- Monitoring the attendance of students at remote ‘live’ lessons. Working with the Attendance Officer to contact parents of students not attending lessons to rectify this;
- Supporting the well-being of students by linking with other appropriate academy staff such as the SENDCo, safeguarding team or external agencies, such as the school nurse to provide appropriate care;
- Liaising with SENDCo, Pupil Premium Co-ordinator, Catch-Up Premium leader, senior leaders and pastoral staff about the provision for the most vulnerable students to ensure that any barriers to learning are overcome as appropriate.

2.5 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the academy. This is led by the **Assistant Headteacher Curriculum**;
- Monitoring the effectiveness of remote learning. This is led by the **Deputy Headteacher Teaching & Learning**;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. This is led by the **Deputy Headteacher Pastoral & the Assistant Headteacher Wider Curriculum**;
- Communicate with all stakeholders in a timely and appropriate manner in relation to remote learning developments and changes. **This is led by the Headteacher.**

2.6 Designated Safeguarding Lead

The DSL is responsible for:

- Ensuring the Child Protection Policy and the Covid-19 addendum is fully implemented (App 3).

2.7 IT Staff

IT staff are responsible for:

- Solving issues with systems used to set and collect work;
- Helping staff, students and parents with any technical issues they experience;
- Reviewing the security of remote learning systems and identifying any data protection breaches to the **Assistant Headteacher (Wider Curriculum)**;
- Monitoring usage for online safety;
- Managing the provision of devices (such as laptops) to students working remotely and ensuring the safe return of these.

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2.8 Students and Parents

Staff can expect students learning remotely to:

- Be contactable during the academy day (but not in front of a device for the whole time);
- Complete work to the deadline set by teachers;
- Seek help if they need it, from teachers or teaching assistants;
- Alert teachers if they are not able to complete work;

Staff can expect parents with children learning remotely to:

- Make the academy aware if their child is sick or otherwise can't complete work;
- Inform the academy if their child receives a positive Covid test result, or is asked to self-isolate from a source other than school;
- Seek help from the Form Tutor in the first instance;
- Be respectful when making any complaints or concerns known to staff.

2.9 Governors

Governors are responsible for:

- Monitoring the academy's approach to providing remote learning to ensure education remains as high quality as possible;
- Ensuring that staff are certain that remote learning systems are secure, for both data protection and safeguarding reasons;
- Reviewing any complaints in relation to the implementation of this policy.

3. Who to Contact

If staff have any questions or concerns about remote learning, they should contact the following individuals in the following circumstances:

- Setting work: the relevant curriculum leader or SENDCo;
- Behaviour: the relevant head of year and/or the relevant Key Stage Leader
- IT: IT team;
- Vulnerable students: SENDCo, PP Co-Ordinator, Catch-Up Premium Co-ordinator;
- Attendance: the relevant head of year
- Workload or wellbeing: line manager, SLT link;
- Data protection: Assistant Head (Wider Curriculum);
- Safeguarding: DSL or other member of the Safeguarding Team.

4. Data Protection

4.1 Accessing personal data

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

- Access the data via secure routes and in line with the Acceptable Use Policy;
- Use academy devices rather than personal devices to do so;
- Send emails containing sensitive personal data password encrypted.

4.2 Processing personal data

Staff may need to collect and/or share personal data such as email addresses and telephone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, permission will not be required for these processes.

However, staff must collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure, in line with the relevant policies and Staff Code of Conduct. This includes, but is not limited to:

- Keeping the device password-protected;
- Ensuring the hard drive is encrypted;
- 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;

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

5. Safeguarding

All actions must be taken in line with the Safeguarding suite of policies which can be found on Firefly. The Covid-19 Addendum must be read by all staff.

6. Monitoring Arrangements

This policy will be reviewed termly by the Senior Leadership Team. Its implementation will be reported to the Curriculum Standards and Progress Governors' Sub-committee as a standing agenda item for as long as it is relevant.

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Appendix 1: Safe Remote Learning - Safeguarding Guidelines for Teaching and Support Staff

*Please note that these guidelines should be used alongside the academy's Acceptable Use Policy and Safeguarding Policy.

Policy:

- Do not hold any one-to-one lessons or individual tuition online unless this has been approved and safeguarding provisions made (eg Year 13 mentoring sessions)
- Do not record any lessons
- Invite students to online lessons via the school e-mail system or via Microsoft TEAMS. Use the 'Admit through Lobby' function. Do not use personal e-mail accounts

Location/Environment

- Consider carefully the location you use – 'live' teaching online must occur in a suitable location, not in a bedroom or bathroom.
- Consider carefully what you are wearing – dress in accordance with the direction given Consider carefully the background – if you have personal items/pictures that you would prefer students not to see, remove these. Alternatively blur your background or select a different background image on Microsoft TEAMS
- Consider carefully what can be heard in the background – it may be useful to wear earphones or headphones to cancel out background noise.

Behaviour for Learning

- An online 'live' lesson is no different from a normal classroom lesson - a 'classroom standard' of behaviour is expected from all participants. Set out clear instructions at the start of each online session with regard to who/what people can type or speak and how people should use language appropriately during the session.
- If there is any inappropriate behaviour, the member of staff is at liberty to disconnect the student. In exceptional circumstances the member of staff may decide to end the lesson and report the poor behaviour immediately. This should be followed up with a Head of Faculty and/or Head of Year.

Interactive or 'Live' Sessions

When teaching 'live' online, it may be helpful to consider the following:

- Invite a colleague to your first session – they can help with any technical issues and can give you tips, ideas and feedback;
- 'Mic on' & 'mic off' –get into the habit of asking students to turn off their microphones when you are speaking. This will ensure clearer audio. Conversely, get into the habit of reminding students to have 'mics on' when you want them to speak. TEAMS has a MUTE ALL facility where you can mute all participants;
- Enable the 'chat' facility – explain that students can type in questions and that you, or other students, can answer them. TEAMS also has a HANDS UP feature where students can alert you that they have a query;
- Address questions to students by name. If you ask an open-ended question, no-one is sure who is meant to answer and several may answer at once, making the audio unclear, and reducing participation as students may be embarrassed;
- If you are sharing your screen (to display a powerpoint presentation for example), close other tabs on your computer beforehand;
- It may be helpful to use earphones or headphones to reduce any background noise;
- Report any data breaches immediately to Assistant Head (Wider Curriculum)

Safeguarding

- The Designated Safeguarding Lead is Clare Smith.....
- The Deputy DSL is Jacinta Bates – SENDCo: jbates@bishopstopford.com
- The Safeguarding Team: safeguarding@bishopstopford.com

When teaching 'live' online, you may see or hear things happening which we would not ordinarily witness. If there is anything which you see or hear which is concerning, you must raise it with the Safeguarding Team as soon as is practically possible.

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Appendix 2: TEAMS teaching – A Guide to Effective Practice

Overview

The purpose of this document is to give clear advice about how TEAMS lessons will operate for bubbles of students (e.g a form group or year group) who are having to self-isolate at home.

It is also useful for teachers who are self-isolating but whose classes are still in school thus accessing the lesson from their normal classroom.

It is based on the latest research around effective online teaching, including the DfE guidance provided to schools in October 2020 as well as the findings of *Hudson, E. What research does – and does not – tell us about online learning, September 25, 2020.*

A key feature of Hudson's work is around what is termed **Online Presence**

“Online teacher presence is about care, competence, and connection. Students' perception of how “present” the teacher is online is an important factor in the quality of an experience. As this research summary from Columbia University describes, a teacher is present not just by being responsive in communication and feedback, but also by how adeptly they use course technology to present content in an organized way and to support peer-to-peer interactions. In other words, presence in online learning is more than just how the teacher behaves; presence is also communicated through how competently the experience has been designed and how intentionally the teacher connects learners to each other.”
(Hudson)

More technical advice about using TEAMS software in lessons will be given separately. It will also be stored in the *Teams Teaching* area on TEAMS.

Why should teacher input be no more than 30 minutes each lesson?

The latest research suggests that 30 minutes is the optimum length for a “live”, online lesson. Students will struggle to concentrate for beyond this time and they are more likely to experience cognitive overload.

We also know that teaching in this way is likely to be a more stressful experience for staff than teaching in the classroom. Limiting the lessons to 30 minutes at any one time should mitigate this to some degree.

While staff are free to decide how they break this 30 minutes up it is strongly recommended that this is not all done in one block. Ten minutes at the start of the hour lesson to set work up, ten minutes in the middle to check understanding etc and then ten minutes at the end to review learning seems a sensible structure.

What should teachers do before the lesson takes place?

1. Ensure that you have set up the lesson / meeting within your channel in TEAMS.
2. It may be very useful beforehand to give the students an idea about what the lesson will focus on as well as send any resources they may need to them. (e.g PPT, worksheet etc)

Starting the lesson

As online teachers, we have much more limited control over the learning environment our students are in or the behaviours they may exhibit during a live lesson.

This is where a consistency of approach will help to engender a culture of good learning habits.

The following is a suggested model of how each lesson could begin:

**Attendance at the TEAMS lessons is compulsory so a register will need to be taken. TEAMS can do this for teachers,
HOF should then be notified about non-attenders asap.**

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> Managing behaviour and setting expectations

Make sure that learners are clear on the boundaries and expectations of the online setting. As much as possible, aim to cultivate the same culture you have in your classroom, while developing good learning habits.

> Friendly Greeting

Lisa Pruden created an excellent power point in June 2020 about the power of language at this time. It provides a really useful steer for how you may greet your students – “Hello everyone! Welcome to your English lesson. I’m really excited to be teaching you again. Are you ready to learn? Let’s get going”

> Remove distrctions

Ask students to turn off the TV and shut down anything that many distract them. If they are using

> Set boundaries

Remind students of the importance of professionalism during the lesson.

> Build good online learning habits

Ensure that the students cultivate good habits for online learning. When all participants are on, instruct them to switch cameras on, mute speakers (you can do this in the participant tab too), and to use the HAND to raise their hand for attention. They can PUT THEIR HAND DOWN by clicking it again.

> Set appropriate location

“We also know how much easier it is to learn in a calm, quiet environment. If possible, please go to a space where you can work uninterrupted, Make sure you are sitting down somewhere you can follow the lesson while also writing in your book. A desk would be perfect.”

During the Lesson

It may be useful – particularly if teaching new content – to use the same language around the stages of learning which we embedded over the first lockdown.



It is unlikely that a “live” lesson will include all of the stages listed above. If these stages are present, however, then it is worth bearing in mind the following pieces of advice which pertain specifically to live teaching.

Learning Objectives

It is important that the “big picture” is shared with students so that they understand the direction of travel. Connect with purpose – make it clear why the students need to achieve the learning goals and why the learning will be useful to them. Connect with students’ starting points – What do they already know and how does the learning build on this?

Retrieval

A really effective use of students’ online learning time is consolidating what they have been taught previously. Retrieval tasks and practice exercises should, therefore, be a more dominant feature of home learning than of classroom learning.

Limit the thinking which students are having to do early on. Ensure that the questions in any Retrieval activity go from easy to hard, so that all students experience success to some degree.

Acquire

Explanations need to be split up into much smaller chunks than in the classroom. The advice which results from the latest research is a maximum of 2 minutes teacher explanation.

It is likely that some of the students will be using their mobile phones to access the live lessons. Lessons need to be designed, therefore, so that they are “mobile-first”. This means using simple, short text in a large font. Ensure that you only use images and text which are essential for learning.

Avoid using multiple online tools (e.g Power point, Kahoot, Seneca etc) as switching between these may be confusing and counter-productive. If they are expected to use a different technology during a lesson (e.g switching from a videoed explanation to a quiz) than this needs to be modelled for them.

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Action

Be realistic when setting tasks. The students aren't in class, so the tasks are going to take longer.

"Pause Point tasks" need to be allow the students to actively practice the content of your explanation. They need to be simple to complete, easy to understand and short (1-5 minutes). Be explicit with your timings.

The tasks need to be designed so that the average student in the age group should be able to get around 90% correct. If too hard, students will either a) practice the wrong things or b) become discouraged. Provide a choice of how students can demonstrate their learning.

Review

It is important to end with this so that you and the students can gauge the progress made during the lesson. It is also a good time for students to ask any additional questions which they may have. Use students "burning questions" (what they have not fully understood) as a starting point for the next piece of learning.

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Appendix 3 - Child Protection Policy available on website.

Covid-19 Addendum printed in full below.

Context

All students are expected to be in school but should the school be closed either partially or fully this addendum of the Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Vulnerable children

Vulnerable children will continued to be expected to attend school.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself is not the determining factor in assessing vulnerability.

The Designated Safeguarding Lead will create a list of the vulnerable student in the school and have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances

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where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, we will explore the reasons for this directly with the parent. The school will refer to social service any student it feels is at increased risk because of the parental decision

Attendance monitoring

We will contact the parents of the vulnerable students to assess whether their child(ren) should be attending school – and then follow up on any student that they were expecting to attend, who does not. In addition we will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

In all circumstances where a vulnerable child (with a social worker) does not take up their place at school, or discontinues, we will notify their social worker.

Designated Safeguarding Lead

The DSL (or deputy) will be available to be contacted via phone or online during normal working hours

Where a trained DSL (or deputy) is not on site, a senior leader will assume responsibility for co-ordinating safeguarding on site.

The safeguarding team will continue to update and managing access to child protection online management system; all staff can report concern via MyConcern. The safeguarding team will liaising with each other as required and will liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all staff and volunteers have access to a trained DSL (or deputy). Staff will be reminded regularly that the Safeguarding team can be contact on the safeguarding@bishopstpford.com email address.

The DSL (or deputies) will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow alert a member of the safeguarding team and record the issues on MyConcern

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Head teacher. If there is a requirement to make a notification to the Head teacher whilst away from school, this should be done verbally

Concerns around the Head teacher should be directed to the Chair of Governors:
MGunasekara@bishopstpford.com

Safeguarding Training and induction

Face to Face DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. A suitable virtual alternative will be found for a DSL that has not had refresher training for 2 years.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2021). In addition, all staff in direct contact with students are asked to read KCSIE annexes A & C.

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The DSL should communicate with staff re any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers start to work at Bishop Stopford they will continue to be provided with child protection and safeguarding training as part of their induction (this could include online training).

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education 2021 (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

As a school we will:

- Follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- Follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.
- Consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk
- Keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

Bishop Stopford School will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

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Online teaching should follow the same principles as set out in the working from home guidance sent to all staff and the staff code of safe conduct.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
-
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- It is advisable for staff to record, the length, time, date and attendance of any sessions held.

See also the school's Online Safety Policy for more information.

Supporting children not in school

Bishop Stopford School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the safeguarding team has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will have a communication plan in place for that child or young person.

Details of this plan are shared with all members of the safeguarding team and a record of contact recorded on MyConcern

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

This plan will be reviewed fortnightly at a safeguarding team virtual meeting and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. All staff will be made aware of this in setting expectations of students' work where they are at home.

Bishop Stopford School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Supporting children in school

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Bishop Stopford School:

Is committed to ensuring the safety and wellbeing of all its students.

- Will continue to be a safe space for all children to attend and flourish. The Head teacher will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.
- Will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.
- Will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Peer on Peer Abuse

During the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where our school receives a report or allegation of sexual violence or sexual harassment between students, we will follow the principles as set out in part 5 (?) of KCSIE and of those outlined within this Child Protection and Safeguarding policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on MyConcern and appropriate referrals made.

The current version of any policy, procedure, protocol or guideline is the version held on the Bishop Stopford School internet. It is the responsibility of all staff to ensure that they are following the current version