Addendum to Online Safety Policy 31st March 2020

The current Online Safety Policy does not accurately reflect new arrangements in light of the response to Covid-19. The Department for Education has stated on 27th March 2020 that they intend to provide schools with 'separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology.' This guidance has not yet been published, therefore this addendum is intended to act as an interim measure until clearer information is provided by the DfE.

Context

Whilst the vast majority of pupils remain at home due to restrictions in place, there is a clear expectation that schools will continue to provide an education during the Covid-19 pandemic. This has inevitably led to a significant increase in the use of technology, online resources and remote teaching. The starting point for online teaching is set out in the school's Staff Code of Conduct, which includes Acceptable Use Agreements, staff/pupil relationships, communication and the use of social media. This Code of Conduct applies equally when undertaking any online or distance learning arrangements.

General Safeguarding considerations

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear guidance on reporting concerns back to school. Staff should also signpost parents and children to age appropriate practical support from the likes of:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Communication with parents and pupils should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and also to be clear whom from the school (if anyone) their child is going to be interacting with online.

Staff should report any safeguarding and welfare concerns to the school DSL and record on CPOMS, as per Safeguarding Policy.

Remote teaching/live lessons

Where the decision has been made to conduct live lessons, consideration needs to be given to whether this is available to all pupils – do they all have access to the internet, appropriate devices to use and a quiet place to work? School may need to provide some equipment to ensure access is equitable, or ensure alternative provision is made for those pupils who cannot access live lessons.

- Online learning tools should be in line with privacy and data protection/GDPR requirements
- School-registered accounts should be used for any online platforms that are being accessed, staff should not use personal accounts

- When staff are live-streaming from home, they should ensure that they are using a neutral area where nothing personal or inappropriate can be seen or heard in the background
- Pupils and parents should sign agreements regarding acceptable use, rules and behaviour when logging in, a 'classroom standard' of behaviour should be expected
- Live lessons should be conducted with another member of staff (ideally SLT) also logged in to act as moderator
- One-to-one tutoring to be avoided
- Use of pupil webcams to be kept to an absolute minimum, only used if the teacher needs to see work that cannot be viewed/assessed another way, eg viewing pupil's artwork
- A log should be kept of any live lessons conducted, to include:
    a) Date and time
    b) which staff were involved
    c) register of the pupils who took part including those who arrived late or left early
    d) clear notes of any problems or issues that occurred and how these were resolved

Other Online learning

A larger amount of learning activity will be provided in a less interactive way, with teachers setting work remotely which pupils can then access online. Schools will make use of existing platforms such as Arbor and Dojo, as well as using various apps and websites to host work. As noted previously, consideration needs to be given to pupils who will be unable to access online content at home – hard copy work packs should be provided in the first instance.

- Online learning tools should be in line with privacy and data protection/GDPR requirements
- School-registered accounts should be used for any online platforms that are being accessed, staff should not use personal accounts
- When staff are recording video or audio lesson content from home, (for pupil access via, for example, YouTube or podcasts) they should ensure that they are using a neutral area where nothing personal or inappropriate can be seen or heard in the background
- Staff should consider the age of the children accessing the learning, both in terms of the age requirements of the service you are using, together with their ability to participate

Communication

- Staff should only use school email addresses to communicate with pupils and parents, not personal accounts
- Parents and pupils to be advised that they should use school email addresses (where pupils have these) to contact teachers. If pupils do not have individual school email addresses, then all email communication should go via parents' email
- When phone calls are made, ensure this is done from a blocked number to avoid teachers' contact details being shared