



St Mary's CE Primary School
Felsham Road
Putney

Remote Education Policy

incorporating Microsoft Teams User Agreement and Code of Conduct

Vision: *Delivering excellence, allowing all to flourish*
Mission: *Creating a culture of wonder, guided by Christian faith*
Values: *Compassion, Endurance, Thankfulness*

September 2020
Updated January 2021

Introduction

This Remote Education Policy has been written as guidance for staff and parents if school is closed/partially closed or if families have to self-isolate. It sets out the systems and technology that staff will use to keep the learning experience going for children who are not physically present at school and therefore cannot meet in a traditional classroom setting. This policy details how remote education can be used effectively and safely, while allowing for the differing needs of families.

The school's E-Safety Policy and Acceptable Use Policy – Staff/Pupil Agreements still apply.

Remote Education

Remote Education is the education of students who are not physically present at school and therefore cannot meet in a traditional classroom setting. Remote Education can be made up of:

- Live learning (synchronous): teaching and learning in real time
- Pre-recorded learning (asynchronous): teaching and learning at times of own choosing

Roles and Responsibilities

During times when the school is unable to be open or when a class, or year group has to isolate, staff are required to continue their role but in a different way.

The importance of a timely and rapid response to any given situation is critical to avoid loss of learning and provide continuity of a high-quality education.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school to ensure everyone is able to use the online platform.
- Co-ordinating provision for Key Worker children.
- Providing daily Collective Worship
- Keeping staff updated on relevant new guidance, school systems and processes.
- Putting in place any cover arrangements if a teacher is unwell or unable to teach.
- Monitoring the effectiveness of remote education – conduct regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote education systems, including data protection and safeguarding considerations.

Class Teachers

- When providing remote education, teachers should be available between normal working hours. If they 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. If they are required to provide online work or feedback, then this will be delegated to the Deputy Heads for the relevant Key Stage.

- When providing remote education, teachers are responsible for setting work and providing feedback. They will also provide two 'live' sessions a day for their class to participate in remotely. Children who are having to self-isolate will be set work daily by the class teacher which will be followed up by a 'check in' phone/video call (day 3).

Teaching Assistants/Support Staff/Lunchtime Supervisors

- When assisting with remote education, teaching assistants and other support staff must be available between their normal working hours. If they're 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.
- If a TA or LSA needs to self-isolate and has no symptoms the relevant class teacher will provide 'remote' work to be completed during the normal school hours.
- At the direction of the Head Teacher and when required TAs and other support staff will be asked to cover Key Worker provision in the school setting.

Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- Ensuring their subject is being taught through remote education with the support of SLT and that the quality of that provision is strong.
- Supporting teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject by reviewing the work set.
- Alerting teachers to resources they can use to teach their subject remotely.

Designated Safeguarding Lead

The DSL and DDSL's are responsible for:

- Responding to any concerns/queries that are brought to their attention through safeguarding channels, policy and procedure.
- Communicating with the Local Authority Safeguarding Team (MASH) to ensure multi-agencies have all relevant information.
- Ensuring staff remain trained in all areas such as FGM/Missing in Education/PREVENT.
- Conducting and sometimes leading Early Help meetings virtually.
- Supporting families who have requested support or who are identified by teaching staff.

Inclusion

The Inclusion Manager is responsible for:

- Supporting families of children with SEND and EHCPs.
- Supporting teachers with planning specific adapted resources for remote education.
- Direction of ITA and LSA to support SEND pupils and identified vulnerable families.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day, in so far as this is possible – although consider they may not always be in front of a device the entire time.
- Be present for the morning and afternoon live (synchronous) sessions
- 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.
- Behave appropriately online. To support this leaders will:
 - Make staff aware of the Microsoft Teams User Agreement and Code of Conduct (Appendix 1)
 - Provide training for children on digital citizenship and how to operate in a live environment e.g. using the hands up function.
 - Make sure teachers have been trained on how to manage a live support session and the tools available to manage behaviour online.
 - Ask staff to issue a short reminder of expectations each time a live support session is delivered and/or check children's understanding of appropriate behaviour expected.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is unwell or otherwise cannot complete work.
- Seek help from the school if they need it.
- Adhere to the Microsoft Teams User Agreement and Code of Conduct (Appendix 1)
- Be respectful when making any concerns known to staff.
- Ensure that their child behaves appropriately online and support the school if consequences for poor behaviour need to be given.

The Governors are responsible for:

- Monitoring the school's approach to providing remote education to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote education systems are appropriately secure, for both data protection and safeguarding reasons.
- Ratifying changes to policy to take account of remote education.

Our Digital Learning Platform

Microsoft Teams for Education has been adopted by the school as our children's digital learning platform – bringing together classroom conversations, content, resources and apps all in one place – as and when remote education is required. **This policy incorporates our Microsoft Teams User Agreement and Code of Conduct – see Appendix 1.**

As a result of a parent survey carried out (September 2020), we understand that everyone's circumstances/access to devices at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge. As a school community,

we will all need to be supportive and adaptable as we take into consideration these different circumstances.

We have endeavoured to ensure that all children have a device to access remote education but we will also provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access if requested. We have a small number of devices that can be loaned to families who require them (prioritised on a needs basis) – and ask parents/carers to contact the school to access this.

Children in KS2 will be taught how to access and use the digital platform and support will be offered to all parents and carers on how to access and use the digital platform at home in the form of signposted resources from Microsoft. A starting point for parents and carers is to visit the Microsoft Support site where such guidance is provided; this can be found here:

<https://support.microsoft.com/en-us/office/distance-learning-with-microsoft-365-guidance-for-parents-and-guardians-89d514f9-bf5e-4374-a731-a75d38ddd588>

Our Remote Education Provision Offer

If a single child has to self-isolate, we will offer remote education (up to 4 hours work daily) from the first day of absence via Microsoft Teams. This will be followed up with a 'check in' phone call (day 3) by the class teacher. Parents will also continue to have daily access to the class teacher via the PACT email system and are encouraged to request support, as soon as possible where needed.

If the whole class has to self-isolate or the school has to be closed, we will provide daily live (synchronous) face-to-face contact (video conferencing) opportunities for pupils to maintain a sense of being part of a class. While teaching a primary-age class in school this way is not practical, we are hoping to use it to provide some safe, supervised and structured opportunities for children to 'meet up' with their teacher and classmates to provide feedback, support and intervention when needed.

In EYFS/KS1 this will initially take the form of a synchronous morning session and an afternoon session that will involve registration/story-telling.

Y1/Y2 Morning Session 10.00-10.30

YN/YR Morning Session 10.30-11.00

Y1/Y2 Afternoon story time 2.15-2.30

YN/YR Afternoon story time 2.00-2.15

In KS2 this will initially take the form of a synchronous morning registration session and an end of day evaluation session with the whole class.

Y6/Y5 Morning Session 9.00-9.30

Y3/Y4 Morning Session 9.30-10.00

Y6/Y5 Afternoon Plenary 2.30-2.45

Y3/Y4 Afternoon Plenary 2.45-3.00

In the event that the class teacher is unwell, these synchronous face-to-face contact sessions will not happen.

As we review provision and proceed with remote education, further synchronous face-to-face sessions may be offered by class teachers throughout the day to introduce lessons or consolidate learning.

Parents will also continue to have daily access to the class teacher via the PACT email system.

Remote Education Provision Offer in KS2

Remote education will be sent in the form of presentation slides (with attachments/links) via our digital learning platform on a daily basis - allowing access to daily assignments (in a number of subjects) linked to high quality remote education resources e.g.

www.thenational.academy

www.bbc.co.uk/bitesize/dailylessons

www.whiterosemaths.com/resources/

www.mathletics.com

www.letterjoin.co.uk

Pre-recorded (asynchronous) videos from the class teacher may also be used, when appropriate, to introduce or consolidate learning, and will be uploaded to Microsoft Teams for parents/children to access.

Remote education will follow the curriculum sequence currently being taught in the classroom (see website for details) and will signpost high-quality online and offline resources linked to the specific year group expectations. The aim would be that children would be completing approximately 4 hours of learning on a daily basis.

Where possible, we believe it is beneficial for children to maintain regular and familiar routines and would recommend that each 'school day' maintains structure. At the start of each day class teachers will share a timetable for the day with the class followed by slides/resources for each lesson.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support children with work encouraging them to work with good levels of concentration.

DAILY PRACTICE	DAILY LESSONS	WEEKLY LESSONS
Number bonds/Times Tables Spelling Rules Phonics Handwriting Story Time/Reading	Maths English P.E.	History or Geography or Science Music Art or DT MFL Computing RE PHSE

Our Remote Education Provision Offer in EYFS/KS1

We are well aware that younger pupils (EYFS/KS1) may not be able to access remote education without adult support. We plan to work together with families to support learning throughout the day.

As in KS2 remote education follows the curriculum sequence currently being taught in the classroom (see website for details) and high-quality slides will be produced by the class teacher including; embedded links, and printable resources, instructions about how to set up activities using objects accessible in the home. Pre-recorded (asynchronous) videos from the class teacher will be used when appropriate to introduce or consolidate learning, and will be uploaded to Microsoft Teams for parents to access.

With the younger year groups adult support at home will be vital. High quality education can only be accessed via the remote education offer, when the parents/carers are facilitating the activities provided by the teacher. Young children will not learn effectively via a live video (synchronous) if unsupported.

For Early Years these slides will be written so that adults can facilitate learning through play at home. In KS1 these slides will be written for the children however additional support where appropriate may be given by the class teachers who will advise parents on how to support learning effectively.

EARLY YEARS

DAILY PRACTICE	DAILY LESSONS	WEEKLY LESSONS
Reading	Communication & Language Literacy (including Phonics) Mathematics Understanding the World	RE Personal, Social and Emotional Development Expressive arts and design (EAD)- Music, Art

KS1

DAILY PRACTICE	DAILY LESSONS	WEEKLY LESSONS
Reading Spelling Phonics Handwriting	English (including Grammar) Maths PE	History or Geography or Science Art or DT Music RE Computing PHSE

In the event of a class teacher becoming unwell, then work will be set and sent by a designated partner teacher, who will also check PACT emails. If both teachers are incapacitated, then we are afraid we will have to suspend the learning tasks indefinitely until staff recover.

Collective Worship

Collective worship will be delivered by the school via a pre-recorded (asynchronous) video. This will follow the theme for the term and incorporate time for reflection and prayer.

Enrichment

Other optional events and enrichment activity ideas will be spread throughout the term to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional well-being at this time.

Feedback

We are keen to make remote education an interactive experience through the submission of work by children and regular feedback from teachers. Providing this will allow teachers to gauge how well pupils are progressing through the curriculum and adapt work accordingly to meet the needs of the pupils e.g. revising material, simplifying explanations, encouraging more practice to ensure pupils' understanding. Teachers will build formative assessment and feedback into their teaching approach through a mixture of quizzes, digital tools and modelling of good answers. These will help teachers understand how pupils are achieving

In KS1 and KS2 learning will be uploaded to Microsoft Teams, and feedback will be given via Microsoft Teams by the class teacher.

In EYFS the existing EExAT system will be used for sharing children's work (via uploaded photos and short videos) and receiving feedback on work from the class teacher.

Inclusion

Ensuring remote education practices are inclusive

We recognise that effective communication channels are important to support pupils with special educational needs and disabilities (SEND). During remote education, we will use video calls, emails and weekly phone calls to support pupils with their learning needs.

Our digital learning platform (Microsoft Teams) includes a wide range of free accessibility features. For example, voice-to-text and text-to-speech conversion, or different viewing formats to support pupils with dyslexia and other special educational needs.

The Inclusion Manager and Inclusion TA have undergone training to develop their confidence and skills when using these features when planning and designing teaching and will support class teachers in planning for the needs for particular children in this way. Training will also be given to parents and carers who request it.

Our SEND pupils will get twice-weekly phone calls from our Inclusion Manager and with the support of the Inclusion TA will ensure that resources provided by the school are tailored to individual needs.

The Inclusion Manager will have regular online meetings with class teachers to discuss the pupils with an education, health and care plan (EHCP). Each EHCP pupil will be allocated a Learning Support Assistant (LSA) link to contact the pupil and their parents or carers on a weekly basis to check in and to offer support if and when needed.

We are committed to working in close partnership with families and recognise each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Safeguarding & Remote Education:

Communication between staff and parents will take place through the authorised school systems or the class email system only. Communication between pupils and staff will take place via Microsoft Teams. Contact with staff/family should not be made outside of working hours/remote education period.

As a rule, remote education will be posted on Microsoft Teams each evening by 6pm for EYFS and KS1 and each morning for KS2 when it will be introduced by the class teacher in the daily live (synchronous) face-to-face contact (video conferencing) morning session. Class emails will always be checked and responded to by 10am daily.

Communication should follow the usual rules outlined in the E- Safety Policy, Acceptable Use Policy – Staff/Pupil Agreement and Staff Code of Conduct Handbook.

Due consideration should be put in by staff before sharing photos or videos as to whether there are any issues regarding reputation, professional conduct, online safety or safeguarding.

Staff should refrain, where possible, from using personal devices for delivering remote education. In cases when this is not possible appropriate security protocols should be followed. Security protocols include, but are not limited to: setting up a separate computer profile for school use; not sharing your screen/desktop; ensuring appropriate internet filtering etc.

The safety of both children and staff when using this technology is paramount and we will be following relevant advice from Microsoft Teams, the Children's Commissioner and the NSPCC.

Parents are advised to spend some time speaking with their child (ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online.

See Appendix 2 for National Online Safety Agency Top Tips for Parents.

While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising, which displays differently in your household or other changes beyond our control.

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting one of the schools Designated Deputy Safeguarding Leads:

Kerry Dunford kdunford.212@lgflmail.org

Amanda Bishop amanda.bishop@st-marys-putney.wandsworth.sch.uk

If parents have any safeguarding concerns that need discussing, please contact one of the schools Designated Deputy Safeguarding Leads:

Kerry Dunford kdunford.212@lgflmail.org

Amanda Bishop amanda.bishop@st-marys-putney.wandsworth.sch.uk

The following websites offer useful support:

Childline 0800 1111

UK Safer Internet Centre - to report and remove harmful online content

CEOP - for advice on making a report about online abuse

In addition, the following sites are an excellent source of advice and information:

Internet Matters - for support for parents and carers to keep their children safe online

London Grid for Learning - for support for parents and carers to keep their children safe online

Net-aware - for support for parents and careers from the NSPCC

Parent info - for support for parents and carers to keep their children safe online

Thinkuknow - for advice from the National Crime Agency to stay safe online

UK Safer Internet Centre - advice for parents and carers

Links to other policies:

Safeguarding / Child Protection Policy

E- Safety Policy / Acceptable Use Policy – Staff/Pupil Agreement

Behaviour Policy

Data Protection / GDPR Policy

Home Learning Policy

Social Media Policy

Policy on the Taking and Use of Photographs and Other Electronic Media (including Video) in School and at School Events

The Remote Education Policy and its implementation will be reviewed annually. Following this review, the policy will be made available to all stakeholders via the school website.

Name/s and job title of reviewer	Date	Date of governor approval	Suggested date for review
Mrs Amanda Bishop Mr Mark Lett	September 2020 Updated January 2021	January 2021	Annually or as required on amendment

APPENDIX 1

MICROSOFT TEAMS USER AGREEMENT & CODE OF CONDUCT

St. Mary's CE Primary School **For all Microsoft Teams for Education Users**

St. Mary's CE Primary School Microsoft Teams for Education sites are provided for use in relation to school activity only (e.g. to support teaching and learning, discussions, collaboration and communication relating to: academic study; remote education; engagement in school-led clubs, societies, enterprises, events and activities; staff training and professional development; internal staff peer networks and workflows; and external partners and providers).

Microsoft Teams sites are provided to include members selected from across our school community: students, staff and governors. Guest access can be arranged for third parties working outside of the school (e.g. social workers, professional partners, training providers).

Members will have different permissions and licenses within Microsoft Teams depending on whether they are a staff and governor (known as faculty) user, student user or guest user.

Microsoft Teams is an Office 365 cloud service and therefore information contained within our school Teams sites is stored in Microsoft Data Centres. This meets UK and EU data protection and security standards.

It is important that users recognise that this is a school-provisioned service and therefore users must adhere to our school's e-Safety policy and the additional guidance given below or risk disciplinary action. Usage may therefore differ to the way you engage within external collaborative or social media sites designed for personal use. All users should be guided by the following:

Be transparent/visible – use your own name and photograph within your Office 365 and Teams profile (staff and student users names will be pre-defined). It is important that members are clear about who they are interacting with.

Be safe – Microsoft Teams is designed to support professional networks, therefore, do not over disclose personal information and protect yourself against identity theft.

School space – Microsoft Teams sites are created for use by designated groups (please note our student users cannot create their own Teams), however, as these are school own sites they may be accessed and monitored by school staff members who are not visible members of your Team.

Post to appropriate members – all Microsoft Teams channels and discussions are visible to all members of the Microsoft Team site. Private messaging is available to send direct messages to selected members (please note our student users do not have access to chat and private messaging).

Be professional – be polite and treat team members with respect. It is important that this is maintained throughout even in instances when opinions differ. Be clear and avoid using ambiguous language which may be open to misinterpretation.

Keep it relevant – make sure you clearly understand the purpose of your Microsoft Teams site. Stay on topic and avoid sharing irrelevant content as this may frustrate other members. No spam.

Don't lose your data – Microsoft Teams provides a file storage location for files posted within conversations and channels. This provides a time limited repository and should not be used as a substitute for personal storage solutions such as OneDrive; staff and student P Drives or departmental files storage. The school and Microsoft cannot guarantee that we can retrieve data previously saved in this location after the Microsoft Team site is closed.

Sharing images and videos – you should ensure that the sharing of images and videos does not breach image rights and copyrights. Seek permission from anyone included in personal photographs prior to sharing them.

Sharing confidential, personal and sensitive information – in most instances there is no need to share confidential, personal or sensitive information via Microsoft Teams and this should be discouraged within the Microsoft Teams site. Individuals personal and personal sensitive information must not be requested or shared. Sharing your own data should only be done when there is a valid reason and done so at your own risk. See also our Be Safe guidance above. Where there is a need to share confidential information this should be labelled as 'Confidential'; appropriate permissions should have been sought from the data owner prior to sharing; the purpose of sharing the data should be transparent to the group and there should be a clear timeframe set to ensure that this data is removed as soon as it is no longer needed. The sharing of Confidential, Personal and Sensitive information increases the risk of data breaches and when breaches occur this may result in disciplinary action taken against the individual sharing the data and action against the school by data protection regulators.

Sharing information outside of your Microsoft Team site – information shared within your Microsoft Teams site is for use by your site members only and should not be shared outside of the Microsoft Teams site without appropriate permissions. No confidential, personal or sensitive information should be shared outside of your Microsoft Teams site or the school.

Inappropriate posts – the school reserves the right to remove inappropriate Microsoft Teams sites or posts. This may include posts that damage the reputation of individuals or the school, defamatory comments that cause distress to members of our school community, obscene contents or content which breach civil or criminal law. If you post inappropriately and later remove this post, this may still be accessed by the school and used within disciplinary procedures as appropriate. Typically, a Microsoft Teams site will have at least one site owner who will monitor use and ensure inappropriate posts are removed. Such posts may lead to disciplinary action.

Be positive – our traditional face to face contact is always positive and

respectful and we want to ensure that this is transferred to all of our virtual and online conversations.

Code of Conduct for Pupils

When pupils are participating in an audio or video conference with staff from the school on Microsoft Teams, or any other video conferencing software, they should remember that this is an extension of the classroom and they should conduct themselves as they would when on their best behaviour in a classroom. All pupils are expected to adhere to the following code of conduct when using Microsoft Teams:

- Pupils should use their approved St. Mary's CE Primary School account
- Pupils should behave in a respectful, patient, polite and courteous manner at all times
- Pupils should find a workspace (where possible) that is quiet, safe and free from distractions with an adult nearby in the same room/space; bedrooms should be avoided; thought should also be given to the background that can be viewed (e.g. neutral with no personal photographs on display)
- Pupils are not required to wear school uniform but must be dressed appropriately at all times (e.g. no pyjamas, clothing worn must suitably cover top and bottom of body)
- Pupils should remain attentive during sessions
- Pupils should ensure face to face communication is only between teachers and pupils (any need for parent/carer to teacher communication should be conducted outside of the meeting in the usual manner).
- Pupils must never send or accept invites to join Teams from anyone other than a Teacher when using their school account (this particularly applies to people outside of St. Mary's CE Primary School)
- Pupils should not record each other's online interactions, including taking screen shots or photos; if a meeting/session is to be recorded this will be done by the teacher
- Pupils should not upload, share or forward material that could be considered offensive, inappropriate or illegal
- Pupils should not make comments that could be considered offensive. This explicitly includes any form of cyberbullying
- Pupils should not share any personal information with anybody online
- Pupils will continue to follow the rules regarding use of technology as outlined in the school's Acceptable Use Policy (AUP) – Pupil Agreement
- Pupils must make sure they have 'logged off' the call/meeting correctly once it is finished - before turning off any devices

In addition:

- An appropriate adult must remain in the vicinity, ideally in the same room/space as the child, during video or conference calls to monitor and ensure pupils are safe and using it appropriately
- All members of the household must be aware that the meeting is taking place and make sure they are also suitably dressed and use appropriate language and behaviour when nearby or in the background.

Microsoft Teams has a built-in option to use a virtual background - you may feel this is an appropriate feature to turn on (but be aware of the limitations with this feature)

Code of Conduct for Parents

When parents and carers are participating in an audio or video conference with staff from the school on Microsoft Teams, or any other video conferencing software, they should remember to maintain a parent-teacher professional relationship and they should conduct themselves as they would when meeting a teacher or member of staff face to face. All parents and carers are expected to adhere to the following code of conduct when using Microsoft Teams:

- Parents and carers should use their child's approved St. Mary's CE Primary School account
- Parents and carers should behave in a respectful, patient, polite and courteous manner at all times
- Parents and carers should find a workspace that is quiet, safe and free from distractions; bedrooms should be avoided; thought should also be given to the background that can be viewed (e.g. neutral with no personal photographs on display)
- Parents and carers must be dressed appropriately at all times (e.g. no pyjamas, clothing worn must suitably cover top and bottom of body)
- Parents and carers should avoid public displays of affection
- Parents and carers should remain attentive during sessions
- Parents and carers should not record online interactions, including taking screen shots or photos; if a meeting/session is to be recorded this will be done by the teacher or member of staff
- Parents and carers should not upload, share or forward material that could be considered offensive, inappropriate or illegal
- Parents and carers should not make comments that could be considered offensive. This explicitly includes any form of cyberbullying
- Parents and carers must make sure they have 'logged off' the call/meeting correctly once it is finished - before turning off any devices

Code of Conduct for Staff and Governors

When staff and governors of St. Mary's CE Primary School are participating in an audio or video conference on Microsoft Teams, or any other video conferencing software, they should remember to maintain their professional relationship and they should conduct themselves as they would when meeting pupils, parents, carers or other stakeholders face to face. All staff and governors are expected to adhere to the following code of conduct when using Microsoft Teams:

- Staff and governors should use their approved St. Mary's CE Primary School account
- Staff and governors should behave in a respectful, patient, polite and courteous manner at all times
- Staff and governors should find a workspace that is quiet, safe and free from distractions; bedrooms should not be used; thought should also be given to the background that can be viewed (e.g. neutral with no personal photographs on display)
- Staff and governors must be dressed appropriately at all times (e.g. no pyjamas, clothing worn must suitably cover top and bottom of body)
- Staff and governors will not contact parents or pupils outside of any pre-arranged meetings
- Staff and governors will ensure appropriate security settings are in place for the meeting. Joining participants will be held in a virtual waiting

room while their identity is confirmed. This will ensure that access is only granted to the expected registered users or guests. Participants' audio or video may be muted until appropriate.

- Staff and governors should avoid public displays of affection
- Staff and governors should remain attentive during sessions
- Staff and governors should announce to all in the meeting/session if recording will take place and when the recording commences
- Staff and governors should not upload, share or forward material that could be considered offensive, inappropriate or illegal
- Staff and governors should not make comments that could be considered offensive. This explicitly includes any form of cyberbullying
- Staff and governors will continue to follow the rules regarding use of technology as outlined in the school's Acceptable Use Policy (AUP) – Staff Agreement
- Staff and governors must make sure they have 'logged off' the call/meeting correctly once it is finished or if necessary select 'end meeting for all' - before turning off any devices

Sanctions

St. Mary's CE Primary School reserves the right to remove any stakeholders who do not conform to the Code of Conduct from Microsoft Teams for the remainder of the meeting/session or for a fixed period of time as appropriate. Repeat incidents may result in children being permanently removed from the platform.

When managing pupil misconduct, the following staged approach will be adopted by staff:

- Where poor behaviour is disrupting learning for themselves and others then a verbal sanction will be given and a direction for correcting behaviour stated
- Where there is repeated poor behaviour that is disrupting the learning for themselves or others then the pupil will be removed from Microsoft Teams for the remainder of that session
- Where a pupil has been removed from a Microsoft Teams meeting/session then the teacher will contact home if appropriate
- For any repeated poor behaviour then a member of the Senior Leadership Team will contact home if appropriate

User Signature

Full Name: _____
(printed)

User type (please circle): staff/governor parent/carers pupil

I agree to abide by all the points in the relevant Code of Conduct.

Signature: _____ Date: _____

APPENDIX 2

National Online Safety Agency Top Tips for Parents



10 TOP TIPS

REMOTE LEARNING FOR PARENTS

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

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

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



2) Monitor your child's communication and online activity

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



3) Establish a daily schedule and routine

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



4) Encourage screen breaks away from devices

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



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

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



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

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



7) Ensure your child only uses official school communication channels

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



8) Familiarise yourself with relevant school policies

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



9) Maintain feedback with teachers

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



10) Monitor your child's wellbeing and mental health

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

