St Mary's CE Primary School
Felsham Road
Putney

COVID 19: -
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*

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

Introduction

This Remote Education Policy has been written as guidance for staff and parents if the school is closed/partially closed or if individuals have to self-isolate due to COVID-19.
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.

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 and vulnerable children.
- 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 due to sickness, they should report this using the normal absence procedure.
- When providing remote education, teachers are responsible for setting work and providing feedback.

- If a class teacher needs to self-isolate and has no symptoms the class teacher will continue to provide work remotely for their class.

Teaching Assistants/Support Staff/Lunchtime Supervisors
- If the school is closed/partially closed or if individuals have to self-isolate due to COVID-19 all support staff will be directed by the Head Teacher.
- When assisting with remote education, teaching assistants and other support staff must be available between their normal working hours. If they are unable to work for any reason during this time due to sickness, 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 by the TA or LSA during the normal school hours.

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 TAC 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 Inclusion Teaching Assistant and Learning Support Assistants to support SEND pupils and identified vulnerable families.

Pupils and parents
Staff can expect pupils learning remotely to:
- Be contactable during the school day, as far as this is possible – although consider they may not always be in front of a device the entire 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.
- 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.**

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 if requested. We have devices that can be loaned to families who require them and ask parents/carers to contact the school to access this.

Children in KS2 are taught how to access and use the digital platform and support is 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

If a single child has to self-isolate or a group of children in one class have to self–isolate, the school will offer daily remote education via Microsoft Teams (up to three hours work in KS1 and up to four hours work in KS2) from the first day of absence if alerted prior to the start of the school day or on the second day of absence if after 9am. This will be enhanced by a daily check in call via Microsoft Teams by a member of the class team.

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 be offering the following timetable.

Our Remote Education Provision Offer for Early Years if the whole class needs to isolate

EARLY YEARS TIMETABLE	
YN 9.30 – 9.45am (15 minutes) YR 9.30 – 10.00am (30 minutes)	LIVE: Registration and outline of timetable for day leading into cross curricular session launching the days learning (PSED/CL/LIT/UTW/EAD)
10.00am	Learning activity linked to the first live session – detailed in slides (PSED/CL/LIT/UTW/EAD)
	Learning through play – away from the electronic device being used.
YN 11.00 – 11.15am (15 minutes) YR 11.00 – 11:20am (20 minutes)	LIVE: Teacher input for phonics (LIT)
11:20am	Learning activity task linked to the second live phonics session (LIT – phonics)
	BREAK
1.30pm	RECORDED: Teacher input for maths followed by independent learning task for pupils and an end of lesson summary led by the teacher.
1.45pm	Learning activity task linked to the recorded maths session (MATHS)
	Learning through play – away from the electronic device being used.
YN	LIVE:

3.00 – 3.15pm (15 minutes) YR 3.00-3.20pm (20 minutes)	Story Time or Collective Worship An end of day round up session led by the teacher

We are well aware that younger pupils 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 the rest of the school, remote education follows the curriculum sequence currently being taught in the classroom (see website for details). High-quality slides will be produced by the class teacher including embedded links, and printable resources and instructions about how to set up activities using objects accessible in the home. For Early Years these slides will be written so that adults can facilitate learning through play at home. Live (synchronous), 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.

Our Remote Education Provision Offer for Key Stage 1 and Key Stage 2 if the whole class needs to isolate

All sessions below will be delivered live through Microsoft Teams.

KEY STAGE ONE TIMETABLE	
9.30am	Registration and outline of timetable for day leading into…
10.00am	Teacher input for English lesson followed by independent learning task for pupils and an end of lesson summary led by the teacher.
11.00am	Teacher input for Mathematics lesson followed by independent learning task and an end of lesson summary led by the teacher.
	BREAK
1.30pm	Teacher input for a foundation subject lesson followed by independent learning task for pupils and an end of lesson summary led by the teacher.
3.00pm	Collective Worship An end of day round up session led by the teacher

KEY STAGE TWO TIMETABLE	
9.30am	Registration and outline of timetable for day leading into…
10.00am	Teacher input for English lesson followed by independent learning task for pupils and an end of lesson summary led by the teacher.
11.00am	Teacher input for Mathematics lesson followed by independent learning task and an end of lesson summary led by the teacher.
	BREAK
1.00pm	Teacher input for a foundation subject lesson followed by independent learning task for pupils and an end of lesson summary led by the teacher.
2.30pm	Teacher input – reviewing work

3.00pm	Collective Worship
	An end of day round up session led by the teacher

Resources to support daily independent learning tasks will be uploaded to Microsoft Teams by 6pm on the previous evening.

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.

In the event that the class teacher is unwell, these synchronous face-to-face contact sessions will not happen but work will posted on TEAMS by a designated member of staff who will also check PACT emails.

Enrichment

Other optional events and enrichment activity ideas will be spread throughout the term of isolation to help keep the children engaged and enthusiastic, as well as supporting 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. 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). Children who receive support from an LSA through an EHCP will continue to access this support through our remote learning platform.

We are committed to working in close partnership with families, 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.

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

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 the school's Designated Lead for Safeguarding:
Kerry Dunford kdunford.212@lgflmail.org

If parents have any safeguarding concerns that need discussing, they should contact the school's Designated Lead for Safeguarding:
Kerry Dunford kdunford.212@lgflmail.org

Deputy DSL's Amanda Bishop – Deputy Head Teacher
            Amelia de Souza – Class Teacher
            Cheryl Payne - Head Teacher

The following websites offer useful support:

Childline   0800 1111
 https://www.childline.org.uk

UK Safer Internet Centre - to report and remove harmful online content
https://www.saferinternet.org.uk/

CEOP - for advice on making a report about online abuse
https://www.ceop.police.uk/Safety-Centre/

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
https://www.internetmatters.org

London Grid for Learning - for support for parents and carers to keep their children safe online
https://www.lgfl.net/online-safety/

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
https://www.net-aware.org.uk/

Thinkuknow - for advice from the National Crime Agency to stay safe online
UK Safer Internet Centre - advice for parents and carers
https://www.thinkuknow.co.uk/

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	Suggested date for review
Mrs Amanda Bishop Mr Mark Lett	September 2020 Updated January 2021	Annually or as required on amendment
Mrs Amanda Bishop	Minor update March 2021	Annually or as required on amendment
Mrs Amanda Bishop	September 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
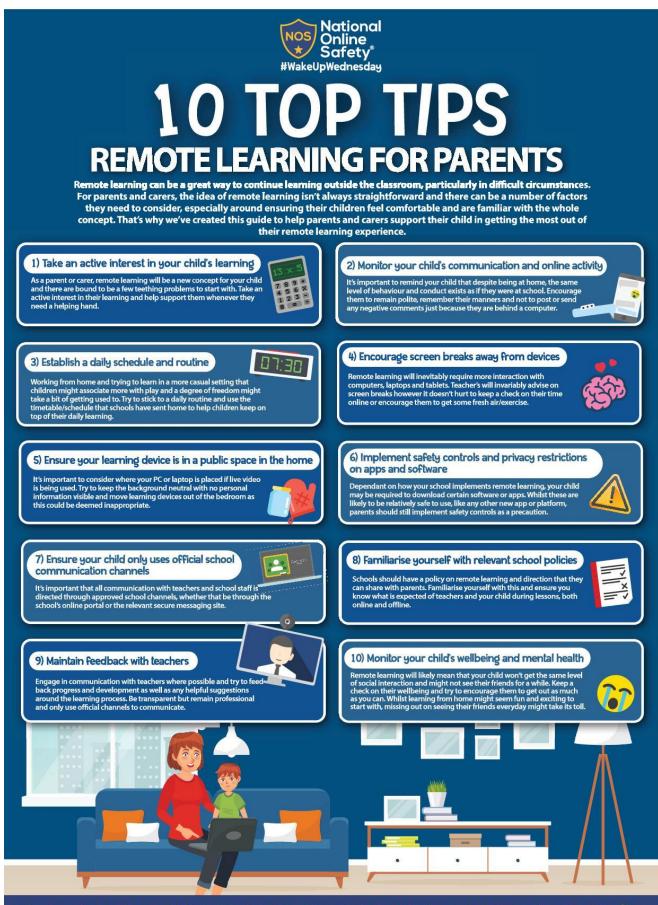
Sanctions

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/carer   pupil

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

Signature: _____   Date: _____