

## Online Live Learning Support for Pupils

### **Addendum to SALT and HOPE School Safeguarding and Child Protection Policy, Data Protection Policy (GDPR), Social Media Policy, Code of Conduct Policy, E-Mail Policy, Bring Your Own Device Policy, Photography and Videos at School Policy, E-Safety Policy and Acceptable Use Agreement**

#### **Rationale**

*Hope Learning Trust and Sentamu Academy Learning Trust are committed to providing high quality live learning support to pupils regarding their remote learning. This will be delivered by subject specialist teams/class teachers/support staff, through our approved Google platform and could include Google Chat in Google Classroom and/or live tutorials, through Google Meet/Showbie.*

*Clear protocols are in place and outlined below, regarding expectations from school leadership teams, teaching and support staff, parents/carers and pupils, to ensure all participants safely access a high quality and enjoyable session.*

#### **School Senior Leader Responsibility**

- Each school will have **senior leaders designated with oversight of remote learning. This includes the Teaching and Learning Lead, Designated Safeguarding Lead and GDPR lead.**
- Senior Leaders will coordinate the timetable through Google Platform/Google Calendar. **Online live learning support will only be timetabled during normal school hours.** The timetable will be shared with pupils and parents/carers.
- **Regarding data protection, data will be held for up to one year for safeguarding purposes on the secure school system. This data will only be shared on the secure system within school, for learning purposes, should a colleague wish to share the recording of their lesson with pupils who could not attend the lesson, or for pupils who wish to recap their learning.**
- The Teaching and Learning Leads, Hope School Improvement Team, Workforce Development Team, school Google Champions, school Research Leads, school Safeguarding Leads and Vital our IT provider, will deliver/signpost staff to **professional development and training, to enable a safe and effective learning session.** Each school will have volunteers who will train as Google Champions, through accredited Google courses, to provide further support to colleagues. **School Google Champions and Research Leads will attend the trust online networks each term, to share best practice.** Schools should submit the details of Google Champions and Research Leads to Katherine

Humbleby (secondary lead) and Shan Brough-Jones (primary lead). Subject specific support for remote learning will be enabled through the termly trust subject networks. **A trust Google classroom resource** will signpost staff to DfE guidance and best practice across our schools, to further support delivery of high quality remote learning.

- **Each school to ensure a signed consent form is received in advance from parents/carers** (see appendix 1). This will enable pupils to participate in online learning support with a subject specialist teacher/class teacher, alongside fellow pupils.

**The consent form will highlight to parents/carers that if pupils would like to share their visual image with the class and the member of staff by turning their camera on, consent must be obtained from parents/carers.**

**Members of staff leading the session will inform pupils at the start of the session as to whether cameras should be switched on or off for that session.**

**Looked after pupils, previously looked after and pupils subject to a court order should not share their full personal details and/or their image during live learning support unless permission is obtained, through agreement from all key stakeholders involved with the pupil (local authorities/virtual heads/social workers/carers/adoptive parents); in this instance a joint full assessment of needs and risk should be completed.**

- **Regarding any specific online support involving vulnerable pupils** including SEND, staff should record the length, time, date and attendance of any sessions held on **CPOMS/Google spreadsheet/Google Meet register.**

### **Staff responsibility**

- Please note that **before staff use any new software/chrome extensions**, staff must contact the school GDPR lead (Headteacher), to check as to whether a **Data Protection Impact Assessment (DPIA)** has been successfully completed, or a new DPIA needs to be undertaken, prior to implementation, to minimise data protection risk.
- As a minimum expectation, all staff should engage with each class through Google Chat/student school email/to set appropriate remote learning, during their timetabled lesson, whilst schools are partially open/closed. **A blended approach to remote learning is the most effective.**
- For Google chat/Google meet, staff may wish to invite another colleague to join the session if they would like to, but this is not a requirement. Teaching and Learning/Safeguarding Leads should request a link to the lesson if required, to ensure pupil and staff safety and an effective learning environment.
- If staff use Google Meet/Google classroom from home, this can be undertaken on personal devices, if they have signed the relevant **Bring Your Own Device policy.**

- Staff should ensure consent has been received from parents/carers of invited pupils to join the live session. Staff must remove those pupils on their Google register from the session, who do not have permission.
- **The consent form highlights that if pupils wish to share their visual image during the learning session, consent must be obtained from parents/carers.**
- **Looked after pupils, previously looked after pupils and pupils subject to a court order should not share their full personal details and/or their image during live learning support unless permission is obtained, through agreement from all key stakeholders involved with the pupil (local authorities/virtual heads/social workers/carers/adoptive parents); in this instance a joint full assessment of needs and risk should be completed.**
- **It is a decision for the staff member leading the session as to whether to continue sharing their visual image with the class, once staff identity has been confirmed.**  
It is also a decision for the staff member leading the session as to whether pupils with consent are allowed to share their image. The staff member will inform pupils as to whether they should have cameras on or off, at the start of the session. **Staff are not able to insist on cameras being on. Pupils must have consent and must feel comfortable to share their image, in that particular session.**
- Staff must only use the **school's approved Google learning platform** to enable online learning support.
- Staff must not share a link to the meeting on unrestricted publicly available social media or other websites. **The link must be directly provided to specific pupils and staff through the school Google platform, Google Calendar and/or Google classroom.** This ensures that the setting's filtering and monitoring software is enabled.
- **The meeting organiser must remove pupils from the session who have not been invited, if pupils share their image and consent has not been obtained or the teacher has asked for cameras to be turned off, if pupils rename themselves, or annotate on the host's shared content.** Parallel Hangouts (Google breakout room equivalent) must not be used.
- As in a school and classroom context, staff should ensure their **manner of dress and appearance is appropriate to their professional role in school. Language used must be professional.**
- If staff are working from home, they should **check their personal surroundings to avoid personal information being disclosed. Staff should take the session in a quiet room to reduce interruptions/interactions with other members of the household.** Where this is not possible, those in their household should ensure they are dressed suitably and that the language used is appropriate and professional.
- Staff to ensure all documents, files and their e-mail system are closed down before the session commences.
- **The staff lead should record the full session to their G drive and ensure at the end of the**

**session it is saved to an appropriate file name, including the date and class it refers to.** The recording will be stored for up to one year, for safeguarding purposes on the secure school system.

- Staff should not make or record any learning sessions for their own personal use. If staff wish to view the recording, it must be watched through the school browser and must not be uploaded or downloaded from the platform.
- **One to one learning support sessions are not permitted. If only one pupil joins, the pupil is not to be admitted to the session and the session is to be cancelled.** If it is a sixth form live support session and only one student signs in, the support session can go ahead. Staff can ask for another member of staff to join them if they would like to but this is not a requirement. The session will be recorded and the teaching and learning lead/sixth form lead/safeguarding lead can support as required.
- **The Meet is to be locked, once invited pupils and staff have joined. Staff should not admit any pupils they do not recognise. Staff should remove pupils from the session if they cannot be identified. The staff members should ensure that all pupils 'leave' the meeting before they end the learning support meeting.**
- **A statement must be read at the start of the call regarding recording, for GDPR and safeguarding purposes (appendix 1) and the pupil code of conduct (appendix 2).**
- **Pupils who do not follow the code of conduct should be removed from the session. Staff should report any incidents as per the school behaviour and safeguarding policy.**
- Staff should always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. Staff engaging with pupils online, have a responsibility to model safe and professional practice at all times.
- Regarding guidance for staff involved in delivery of blended/distance teaching and learning, assessment and quality assurance of BTEC qualifications, staff to consult the Pearson guidance issued during the Covid-19 period;  
<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Distance-and-Blended-Learning-approaches-during-COVID-19-period.pdf>
- **Recordings of live learning support lessons must only be shared internally by the staff member with other class members who were not able to attend the session, or wish to recap their learning, through the secure school Google platform.**

### **Pupil and parent/carer responsibility**

- Consent is required in advance from parents/carers, for pupils to receive live online learning support and to share their visual image, if they wish to do so (see appendix 1).
- For primary pupils, parents/carers must be able to supervise their child to participate in online tutorials.
- Pupils must adhere to the code of conduct (see appendix 1), or they will be removed from the learning

support session and future timetabled sessions.

- An email address will be provided to pupils/parents/carers to report any behaviour which is concerning to them. Schools to personalise this section with DSL details

## Further Online Safety Guidance for Staff, Pupils and Parents/Carers

### School responsibility

As schools work increasingly online, it is essential that pupils are **safeguarded from potentially harmful, illegal and inappropriate online content**, which could include child sexual exploitation, pornography, fake news, racist views and extremism/radicalisation. Pupils also need to be **protected from being subject to harmful online interaction with other users** including, adults posing as children or young adults, sexual predation and commercial advertising. Pupils need to understand **the importance of positive behaviour online and the dangers of behaviour that could cause harm** including making, sending and receiving explicit images or online bullying.

Schools must therefore ensure **appropriate filters and monitoring are in place**. Schools must also ensure **children are taught about online safety**, to support pupils to focus on the knowledge and behaviours that they need to stay safe online. This includes:

- How to evaluate what they see online
- How to recognise techniques used for persuasion
- Understanding acceptable and unacceptable online behaviour
- How to identify online risks How and when to seek support, including reporting to CEOP

**Staff must receive regular online safety training and have access to up-to-date and appropriate CPD and resources including the latest guidance and research to help review practice and plan curriculum content for online safety.**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954314/Keeping\\_children\\_safe\\_in\\_education\\_2020\\_-\\_Update\\_-\\_January\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

<https://swgfl.org.uk/assets/documents/educational-professionals-remote-working.pdf>

<https://www.saferinternet.org.uk/advice-centre/safe-remote-learning-hub>

**DfE key guidance to keep pupils safe online:**

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

**Pupil age-appropriate skills and knowledge** <https://www.gov.uk/government/publications/education-for-a-connected-world> <https://www.thinkuknow.co.uk/professionals/resources/first-to-a-million/>  
<https://www.thinkuknow.co.uk/professionals/resources/live-streaming>

**Pupils and parents/carers responsibility**

- Pupils need to understand the importance of positive behaviour online and the dangers of behaviour that could cause harm including making, sending and receiving explicit images or online bullying.
- Any behaviour online which pupils and parents recognise as being a risk to their safety, must be reported immediately to the school's DSL
- Parents/carers must ensure that appropriate filters and monitoring are in place in the household, when pupils are undertaking online learning at home and supervise their children where possible online.

**Links to resources to support parents/carers in keeping their children safe from online harm and staying safe online**

- Government guidance on keeping children safe online  
<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online>
- Thinkuknow is the education programme from the National Crime Agency (NCA) providing age-appropriate resources for children and support for parents <https://www.thinkuknow.co.uk/>
- Parent Info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations <https://parentinfo.org/>
- Childnet provides a tool kit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support <https://www.childnet.com/>
- Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices and a host of practical tips to help children get the most out of their digital world <https://www.internetmatters.org/>
- LGfL provides support for parents and carers to keep their children safe online, including 6 top tips to keep primary aged children safe online <https://www.lgfl.net/default.aspx>
- Net Aware provides support for parents and carers from the NSPCC and O2, providing a guide to social networks, apps and games <https://www.net-aware.org.uk/>
- Let's Talk About It provides support for parents and carers to keep children safe from online radicalisation <https://www.ltai.info/>

Government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

- UK Safer Internet Centre provides tips, advice, guides and resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services <https://www.saferinternet.org.uk/>

**Age-appropriate practical support for children on reporting concerns is available from:**

- Childline – for general support <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/>

\* [Anti-Bullying Alliance](#) - advice and support for pupils who are being bullied

\* Schools may also wish to use resources such as [Tootoot](#) to provide a confidential route for pupils to report bullying or abuse.



## Appendix 1

**If your school has issued consent form version 1.3 from the trust Photographs and Videos at School Policy, you should not need to re-issue a consent form for visual image consent, as this is covered in the wording of consent form 1.3 - "The school/academy may make recordings of my child (on video or web cam) for teaching and learning purposes, for use only inside school". If your school has used an alternative consent form, this must be sent to [w.munro@hlt.academy](mailto:w.munro@hlt.academy) for checking, to ensure the consent form covers permission, or a new consent form needs to be issued.**

### **Parent/Carer Consent Form and Pupil Code of Conduct for Live Learning Support**

I \_\_\_\_\_ (full name) consent/do not consent (please delete as appropriate) to my child \_\_\_\_\_ (full name) participating in online live learning support alongside their peers and led by subject specialists/class teachers, to further support and enhance remote learning.

I consent/do not consent (please delete as appropriate) to my child sharing their visual image in the live lesson if they are comfortable to do so and if the lead member of staff allows pupils to have their cameras on.

My child must not share the link to the session, download, record or share the lesson recording from the school system, with any other pupils or adults outside of the school.

I have discussed this code of conduct with my child and they agree to adhere to the expectations detailed below, to ensure a positive and safe learning experience for all concerned

#### **School responsibility**

- Online live learning support will only be timetabled during normal school hours, through the Google platform.
- Sessions will be delivered by subject specialists/class teachers/support staff
- The recording of each live learning support session will be securely stored on the school system for up to one year, for safeguarding purposes and shared only within school on the secure platform, for education purposes

## **Pupil Code of Conduct**

**These protocols focus on:**

- 1. Using comments**
- 2. Students participating in live learning support tutorials**

### 1. Using Comments

Comments are an essential way for pupils to ask their teacher for help and address any misconceptions. It is essential that every student follows the following instructions:

- Pupils should use Standard English in comments to their teachers
- Pupils must not communicate with other pupils using the Comments facility. They should only comment on the work, reply to questions posed by their teachers, contribute to a conversation started by the teacher or write a question/questions they would like to ask. - Any inappropriate comments will be recorded in a screenshot and sent to the Head of Year/Senior Leadership Team, who will communicate with parents.
- Where there are behaviour concerns and pupils are not following the protocol, pupils will be removed from the session. The incident will be recorded by the member of staff and reported to the Head of Year/Senior Leadership Team. Parents/carers will also be notified.

### 2. Live online learning support sessions

Live lessons can be a really useful way of allowing students to ask questions about their work and talk to their teachers directly. It is essential that all students follow this protocol.

- For primary pupils, parents/carers must be at an appropriate distance to supervise their son/daughter
- Pupils must log onto the live learning support session through their school e-mail. This ensures that the setting's filtering and monitoring software is enabled.
- Pupils must not share the meeting link with any other individuals
- Pupils should be in an appropriate place for the learning support session and be suitably dressed.
- **Pupils will only be able to share their image on screen if they have consent to do so, are comfortable with this and that the member of staff is comfortable for pupils to switch on their cameras.**
- Pupils and any other person in the house must not record the live session, take photographs or share the session with any other person.
- Pupils must speak in a respectful manner and must stay on the topic of the work.
- If pupils are not following the protocol, they may be removed from the classroom and future timetabled sessions. If this happens, the Head of Year/Senior Leadership Team will be made aware, the incident will be recorded and parents/carers will be notified.
- Pupils/parents/carers can report any behaviour which is concerning to them by **XXXXXXXXXXXXXX**

**Signed**

<b>Parent/carers</b>		<b>Date</b>	
<b>Pupil</b>		<b>Date</b>	

**Appendix 2**

**Staff Statement to be read at the start of the Live Learning Support Session**

*‘Welcome to this online live learning support session for xxx on (date and time).*

*Members of staff leading this session today include xxx.*

*Other members of staff may also attend the session if required*

*To ensure a safe and effective tutorial, this session will be recorded and saved to the school central IT system for up to one year. **You are** allowed to have your cameras on for this session, if you have consent and you are comfortable and happy to do so/**you are not** allowed to have your cameras on for this session.*

*Please follow the code of conduct which you and your parents/carers have signed*

*Are there any sections of the code of conduct you are unsure about? Please type this in the comments box now.*

*We hope you enjoy the session*

*We are ready to start.*