



Woodside Primary School & Nursery

Remote Education Policy

Spring 2021

Review Body: Headteacher
Date: January 2021
Review: September 2021

Contents

- Statement of intent
- Legal framework
- Communication
- School day and absence
- Vulnerable pupils
- Access to devices and data
- Costs and expenses
- Remote education issues
- Roles and responsibilities
- Remote education: Learning materials
- Assessment, marking and feedback
- SEND provision
- Online safety
- Behaviour
- Safeguarding
- Data protection
- Health and safety
- Monitoring and review
- Appendix 1

Statement of intent

At Hales Valley Trust we understand the need to continually deliver high quality education, including during periods of remote working – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum;
- Ensure we fulfil our duty to provide education for state funded school age children;
- Ensure provision is in place to ensure there is a strong offer in place for all pupils;
- Protect pupils from the risks associated with using devices connected to the internet;
- Ensure colleagues, parents, and pupil data remains secure and is not lost or misused;
- Ensure robust safeguarding measures continue to be in effect during remote education;
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote education;
- Recognise how school will use its catch-up funding to stop pupils falling behind.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010;
- Education Act 2004;
- The General Data Protection Regulation (GDPR);
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013;
- Data Protection Act 2018.

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education';
- DfE (2021) 'Restricting attendance during the national lockdown : schools';
- DfE (2020) 'School attendance';
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years';
- DfE (2018) 'Health and safety: responsibilities and duties for schools';
- DfE (2018) 'Health and safety for school children';
- DfE (2016) 'Children missing in education'.

This policy operates in conjunction with the following school policies:

- Accessibility;
- Attendance;
- Behaviour Management;
- Child Protection;

- Data Protection;
- eSafety;
- Health and Safety Procedures;
- Acceptable Use Agreement;
- Loan of Equipment;
- Special Educational Needs and Disabilities (SEND);
- HVT Data Protection;
- HVT Employee Code of Conduct (Handbook);

Communication

The Headteacher will communicate with staff and parents as soon as possible via email about any remote education arrangements.

Staff involved in remote education will ensure they have a working device that is available to receive emails or take phone calls during their agreed working hours.

The school understands pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – **communication is only permitted during school hours.**

The school will ensure adequate channels of communication are arranged in the event of an emergency.

As much as possible, all communication with pupils and their parents will take place between 9am and 3pm.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with remote education or data protection will be communicated to the pupil's teacher as soon as possible so they can investigate and resolve the issue.

The pupil's teacher will keep parents and pupils informed of any changes to the remote education arrangements or the schoolwork set.

The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

School day and absence

Staff will be present for remote education by **9:00am** and cease their availability for remote education at **3:00pm** from **Monday** to **Friday**, with the exception of breaks and lunchtimes.

Parents will inform the school office no later than **9:30am** if their child is unwell and unable to engage in remote education. Contact can be made each morning via the school's telephone messaging service, or if the school is closed, via the school email address.

The school has systems for checking, daily whether pupils are engaging with their work in line with the **Attendance Policy** - for example, where pupils are not in school their attendance will be monitored via the submission of work. Where pupils are not engaging with remote learning the school will work with families to rapidly identify effective solutions to help them engage with the online content.

When working independently breaks and lunchtimes will be at the parent's discretion but should total no more than 80 minutes a day a day for primary-aged pupils (*this should include a lunch and morning/afternoon break in addition to screen breaks*).

Pupils are not expected to do schoolwork during breaks and lunchtimes.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote education until they are well enough to do so.

Vulnerable pupils

It is important that schools put in place systems to keep in contact with pupils defined as 'vulnerable'. Alongside the social worker the school should agree the best way to maintain contact and offer the best support for that pupil/s.

Schools should have in place a procedure to check that a vulnerable child is able to access remote education and support them to access it daily. School should be checking daily that they are accessing and engaging with the learning. If pupils are accessing remote learning well they should be marked with a 'C' code on the register (authorised absence).

Where vulnerable pupils are not accessing the learning at home the school will mark them on the register with an 'O' code (unauthorised absence). Once a child has 5 'O' code entries then they will need to attend the provision provided in school.

Access to devices and data

Pupils are required to use their own or family-owned equipment to access remote education. For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the DfE scheme and provide a device for each pupil.

Pupils and parents will be required to maintain the upkeep of any equipment they loan from the school to access remote education in line with the Portable ICT Equipment – Pupil Guardianship Loan/Advice Form (Appendix 1). The device should only be used for accessing remote learning and only be used by the pupil who it has been loaned for.

The IT leader/IT Network Manager is not responsible for providing technical support for equipment not owned by the school.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not

owned by the school. Via the DfE *Get Help with Technology* portal the school will seek for data to be increased by their internet provider for those in need.

Where pupils have difficulty engaging in remote education they may be eligible to attend one of our Trust schools rather than learning remotely. This will be at the discretion of each school based on individual circumstances and other factors.

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax;

The school will not reimburse any costs for travel between pupils' homes and the school premises;

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the **Loan of Equipment agreement** prior to commencing remote education.

Remote education issues

Any issues with remote education resources will be reported as soon as possible to the relevant member of staff e.g. Class teacher, Phase Leader, Assistant Headteacher for Inclusion, Senior Leader. Parents can contact the school for support by emailing: **info@woodside.dudley.sch.uk**

Roles and responsibilities

The **Trust** is responsible for:

- Ensuring that the school has robust risk management procedures in place;
- Ensuring each school has a remote education that teaches a planned and well sequenced curriculum;
- Ensuring vulnerable pupils receive an education in school or where appropriate remotely;
- Ensuring schools are overcoming barriers to access to digital learning;
- Evaluating the effectiveness of the school's remote education arrangements.

The **Headteacher**, Mrs Sally Bloomer, is responsible for:

- Ensuring that the school has a remote education that teaches a planned and well sequenced curriculum;
- Ensuring that there is provision of printed resources, such as text books and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about their work
- When remote education is in place ensuring the monitoring of engagement and also the quality of education should be undertaken on a **weekly** basis

- Ensuring that there is a named senior leader designated to have overall responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.
- Publishing remote learning provision information for parents and pupils via the school website
- Ensure procedures in place to check if a vulnerable child is able to access remote education
- Ensuring colleagues, parents and pupils adhere to the relevant policies at all times;
- Ensuring there are arrangements in place for managing the risks associated with remote education;
- Ensuring there are arrangements in place for monitoring incidents associated with remote education that are reported to the school;
- Overseeing the school has the resources necessary to action the procedures in this policy;
- Reviewing the effectiveness of this policy on a regular basis and communicating any changes to colleagues, parents, and pupils;
- Arranging any additional training colleagues may require to support pupils during the period of remote education;

The **Designated Safeguarding Lead**, Mrs Sally Bloomer, is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the period of remote education;
- Liaising with the Senior Leadership Team to ensure that all technology used for remote education is suitable for its purpose and will protect pupils online;
- Identifying vulnerable pupils who may be at risk if they are learning remotely and ensuring they are in school;
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required;
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place;
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working, ensuring all safeguarding incidents are adequately recorded and reported.

The **Assistant Headteacher for Inclusion**, Mrs Hollie Jennings, is responsible for:

- Liaising with the IT Network Manager to ensure any technology used for remote education is accessible to all pupils and that reasonable adjustments are made where required;
- Ensuring pupils with EHCP's to continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHCP's and IEPs;
- Staff reviewing the programmes chosen for online learning for the accessibility features available, e.g. voice-to-text conversion, to support pupils with SEND.
- Identifying the level of support or intervention required while pupils with SEND learn remotely;

- Ensuring the provision put in place for pupils with SEND is monitored for effectiveness throughout the period of remote education.
-

The **Headteacher/ Health and Safety Officer/ IT leader/Network Manager** is responsible for:

- Arranging the procurement of any equipment or technology required for colleagues to teach remotely and for pupils to learn from home;
- Ensuring value for money when arranging the procurement of equipment or technology;
- Ensuring the school has adequate insurance to cover all remote working arrangements.
- Ensuring the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with **the Headteacher**;
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote education;
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required;
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The **Remote Learning Leader** overseeing **IT and Network Management** is Mrs Kerry Burns and is responsible for:

- Ensuring that the device loan agreement is signed when a device is loaned to families;
- Overseeing that all school-owned electronic devices used for remote education have adequate anti-virus software and malware protection;
- Overseeing that any ICT equipment used for remote education is resilient and can efficiently recover lost data.
- Ensuring any programs or networks used for remote education can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing;
- Working with the **SENCO** to ensure that the equipment and technology used for learning remotely is accessible to all pupils and colleagues.

The **Data Protection Officer** is Mrs Jean Petford is responsible for:

- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR;
- Ensuring that all computer programs used for remote education are compliant with the GDPR and the Data Protection Act 2018.

Staff are responsible for:

- Setting meaningful and ambitious work each day in an appropriate range of subjects
- Providing teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently:

- KS1: 3 hours a day
- KS2: 4 hours a day
- Using assessment to ensure teaching is responsive to pupils' needs and address gaps in knowledge
- Reviewing the programmes chosen for online learning for the accessibility features available, e.g. voice-to-text conversion, to support pupils with SEND.
- Reporting any health and safety incidents to the Health and Safety Officer and asking for guidance as appropriate;
- Reporting any safeguarding incidents to the Designated Safeguarding Lead/SLT/MASH (as appropriate) and asking for guidance;
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software;
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote education, to the Headteacher/SLT;
- Reporting any defects on school-owned equipment used for remote education to the IT leader/Network Manager;
- Adhering to this policy at all times during periods of remote education;
- Adhering to the Staff Code of Conduct (Handbook) at all times.

Parents are responsible for:

- Adhering to this policy at all times during periods of remote education;
- Ensuring their child is available to learn remotely at the times set out by the school/class in published timetables and that the school work set is completed on time and to the best of their child's ability;
- Ensure, when required, work is submitted/turned in on time;
- Reporting any technical issues to the school as soon as possible;
- Ensuring their child always has access to remote education material during the times set out by the school;
- Advise the school of any illness /absence which prevents their child from completing their learning via remote education;
- Ensuring their child uses the equipment and technology used for remote education as intended.

During the period of remote education, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online;
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff/peers they will interact with;
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites;
- Direct parents to useful resources to help them keep their children safe online.

Pupils are responsible for:

- Adhering to this policy at all times during periods of remote education;
- Ensuring they are available to learn remotely at the times set out by the school, and that their schoolwork is completed on time and to the best of their ability;
- Ensure, when required, work is submitted/turned in on time;
- Reporting any technical issues to their teacher as soon as possible;
- Ensuring they have access to remote education material and notifying a responsible adult if they do not have access;
- Notifying a responsible adult if they are feeling unwell or are unable to complete the school work they have been set;
- Ensuring they use any equipment and technology for remote education as intended;
- Adhering to the Behaviour Policy online at all times.

The school will communicate to parents about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

Remote Education: Learning materials

Schools will set meaningful and ambitious work each day in an appropriate range of subjects. The school will use a range of different teaching methods during remote education to help provide frequent, clear explanations of new content.

Teaching provided will be equivalent in length to the core teaching pupils would receive in school. This will include both recorded and live direct teaching time, provided by the teacher, and time for pupils to complete tasks and assignments independently and as a minimum will be 3 hours of content a day for key stage 1 (years 1 to 6) and 4 hours of content a day for key stage 2 (Years 3 to 6).

Younger children in reception and KS1 often require high levels of parental involvement to support their engagement. Therefore we do not expect that solely digital means will be used to teach these children remotely.

“It is useful for schools to provide pupils with an overview of the bigger picture and where a specific lesson or activity sits within a sequence of lessons or activities. It’s also vital to have clear and high expectations and to communicate these to pupils. When recording lessons this becomes even more important as we can’t easily correct misunderstandings or misconceptions.” OfSTEd Jan 2021 guidance for good remote education practices.

“As it’s harder for pupils to concentrate when being taught remotely, it’s often a good idea to divide content into smaller chunks. Short presentations or modelling of new content can be followed by exercises or retrieval practice.” OfSTEd Jan 2021 guidance for good remote education practices.

The school will risk assess the technology used for remote education prior to use and ensure there are no privacy issues or scope for inappropriate use. For the purpose of providing remote education, the school may make use of:

- Google classroom;
- Microsoft Teams and Email;
- National Oak Academy content;
- Current online learning portals;
- Educational websites;
- Pre-recorded video or audio lessons;
- Work booklets;
- Reading tasks;
- Past and mock exam papers.

The school will review the resources pupils have access to and adapt learning to account for the needs of pupils by using a range of different formats where possible, e.g. If providing work on PDFs they need to be viewed on a mobile device or be able to be active to allow pupils to work onto them.

Work packs will be made available for pupils who do not have access to a device. These packs can be placed in the post or collected from school on a regular basis and completed work returned to school to show engagement.

Schools will avoid over reliance on long-term projects or internet research activities.

Assessment, marking and feedback

Teachers will oversee academic progression for the period of remote education. Staff will enable pupils to receive timely and frequent feedback on how to progress, using whole class feedback where appropriate

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.

All school work completed through remote education must be:

- Finished when returned to the relevant teacher;
- Returned on or before the deadline set by the relevant teacher;
- Completed to the best of the pupil's ability;
- The pupil's own work;
- Assessed in line with the Feedback Policy;
- Returned to the pupil, once marked, by an agreed date.

The school expects pupils and colleagues to maintain a good work ethic during the period of remote education.

Pupils are accountable for the completion of their own schoolwork – teachers will contact parents via phone/email/Parentmail if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teachers will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Headteacher as soon as possible.

Teachers will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote education where possible.

SEND provision

Teachers will liaise with the Assistant Headteacher for Inclusion (SENCO) and other relevant colleagues to ensure all pupils remain fully supported for the period of remote education.

The Assistant Headteacher for Inclusion will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls, individual sessions relating to their IEP and EHCP targets.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote education.

Lesson plans will be adapted to ensure the curriculum remains fully accessible and inclusive during the period of remote education. Teachers will be reviewing the programmes chosen for online learning for the accessibility features available, e.g. voice-to-text conversion, to support pupils with SEND.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the Headteacher.

Online safety

This section of the policy will be enacted in conjunction with the school's Online Safety Policy.

Where possible, all interactions will be textual and public. In the case of any video communication all staff, parents and pupils must:

- Communicate in groups – one-to-one sessions are not encouraged (*where EHCP pupils require individual programmes of support, parents are required to attend and support the session*);
- Wear suitable clothing – this includes others in their household;
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication;
- Use appropriate language – this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute video material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they are visible.

In the case of any audio communication, all staff, parents and pupils must:

- Use appropriate language – this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute audio material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they can be heard.

Behaviour

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy. Should pupils not be engaging appropriately with the learning online they will be invited to attend school to access the learning on site or be provided with paper based resources.

Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote education.

The Designated Safeguarding Lead will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote education.

The Designated Safeguarding Lead will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote education, where possible.

Phone calls made to vulnerable pupils will be made using school phones, where possible.

The Designated Safeguarding Lead will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded on CPOMS and suitably stored.

The Designated Safeguarding Lead (or Deputy/Critical Care Assistant) will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote education, as required.

All home visits **must**:

- Have at least one suitably trained individual present;
- Be undertaken by no fewer than two members of staff;
- Be suitably recorded on CPOMS so the Designated Safeguarding Lead has access to them;
- Actively involve the pupil.

Vulnerable pupils will be provided with a means of contacting the Designated Safeguarding Lead, their deputy, or any other relevant colleague – this arrangement will be set up by the Designated

The Designated Safeguarding Lead will meet (in person or remotely) with the staff once per fortnight to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the Designated Safeguarding Lead immediately.

Pupils and their parents will be encouraged to contact the Designated Safeguarding Lead if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Staff will be responsible for adhering to the GDPR when teaching remotely and will always ensure the confidentiality and integrity of their devices.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote education.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of remote education.

All contact details will be stored in line with the Data Protection Policy.

The school will not permit paper copies of contact details to be taken off the school premises.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's Data Protection Policy.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Management Policy or the Disciplinary Policy.

Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Procedures.

Teachers, IT leader and IT technicians will ensure pupils are shown how to use the necessary technology safely and correctly prior to the period of remote education, where possible.

If using electronic devices during remote education, staff and pupils will be encouraged to take a five-minute screen break every two hours.

Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

Where parents have concerns about online safety, or a pupil has accidentally viewed inappropriate material, parents are required to report these to the school in order for the school to offer support and take appropriate action. The school will also keep a log using the online safety incidents tab within CPOMS.

Staff and pupil wellbeing

Staff will have contact with their line manager once per week to ensure they are coping with delivering the remote curriculum. Any issues identified should be fed back to SLT to find a solution.

Pupils will be contacted at least once a fortnight to check on their wellbeing and engagement in remote learning.

Monitoring and review

This policy will be reviewed on a regular basis by the Trust and Headteacher.

Any changes to this policy will be communicated to all colleagues and other stakeholders.

The next scheduled review date for this policy is March 2021.

Appendix 1

Portable ICT Equipment – Pupil Guardianship Loan/Advice Form

_____ has permission to loan this device for their child _____ to complete learning from home as directed by Priory Primary School, Hales Valley Trust.

I _____ confirm that I will be the guardian of this device and the installed software:

Item	Serial No	Start date	Return date

Whilst the above item is in your care, the school will expect you to take full personal responsibility for the safe custody of this item and to follow the guidelines below:

- I will look after the device and I will ensure it is secured or locked away when not in use
- I will be liable to fulfil payment for the device if damaged or lost
- I agree to use it sensibly. I will ensure that only school authorised software is loaded or run on this mobile device
- I will not download, make, consume, store or collect any inappropriate material on the device
- I will ensure that all external media sources (discs, USB flash drives / memory sticks) are checked for viruses before data transfer to the mobile device where appropriate
- I will ensure the device is regularly virus-checked where appropriate – contact the school for IT support if required
- I will ensure that data remains confidential and secure
- Any personal data stored on the device will be encrypted if appropriate and removed as soon as reasonably possible.
- I will ensure that the equipment is not used by anyone who has not been authorised by the school.
- I will ensure my child is available to learn remotely and that the school work set is completed on time and to the best of their child’s ability.
- I will ensure appropriate acceptable online behaviour if my child is taking part in a Google Meet with their class.
- I will ensure my child is with an appropriate adult during Google Meet classroom activities, is dressed appropriately and not on Google Meet from their bedroom.
- I will advise the school of any illness /absence which prevents my child from completing their learning via remote education.
- I understand that this device belongs to Hales Valley Trust and I will return the device upon the school’s request.
- I will ensure the equipment is not left unattended in any vehicle (as this is not covered by the school’s insurance policy), and I accept that any loss arising from a loss from a vehicle will be my own responsibility.
- If the equipment is lost or stolen, I will inform the police as soon as possible to get a crime number and also contact the appropriate member of school staff.
- I will ensure my child uses the equipment and technology for remote education as intended.
- I will ensure I report any online safety incidents or concerns to the school immediately. Please speak to the schools Designated Safeguarding Lead (DSL).

- If there is a serious online safety incident, the child is not safe, or you are worried about the way someone has been communicating with your child online (inappropriate sexual online contact) please report to CEOP (Child Exploitation and Online Protection) <https://www.ceop.police.uk/ceop-reporting>
- Where parents have concerns about online safety, or a pupil has accidentally viewed inappropriate material, parents are required to report these to the school in order for the school to offer support and take appropriate action. The school will also keep a log using the online safety incidents tab within CPOMS.
- Please inform the school Designated Safeguarding Lead should you make a CEOP report.
- I will ensure that the child in my care follows the Online Safety Policy and only uses safe search engines to conduct research to support home learning.
- I consent to discussing online support networks with my child such as:
 - ✓ **Think U Know** <https://www.thinkuknow.co.uk> for age related online guidance (SMART RULES) Primary age 4 – 7 and 8 – 10 recommended.
 - ✓ **Childline** <https://www.childline.org.uk> for free and confidential advice
 - ✓ **UK Safer Internet Centre** <https://www.saferinternet.org.uk/advice-centre/parents-and-carers> to report and remove harmful online content
 - ✓ **CEOP** for advice on making a report about online abuse <https://www.ceop.police.uk/ceop-reporting>
 - ✓ The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting or council tax.
 - ✓ The school will not reimburse costs for childcare or travel
 - ✓ The **IT leader/IT Network Manager** is not responsible for providing technical support for equipment not loaned by the school

Parental Consent Form

I confirm that I have read, I understood and will follow the restrictions/guidance as detailed above.

I give permission for my son/daughter _____ to receive the above device to use for remote learning at home.

Name (Parent/Guardian) _____ Signed _____

Person authorising the loan _____ Signed _____

Date _____