Great Wilbraham C of E Primary School

Policy title: Remote education policy
Date created: June2022   Created by Richard Brown
Date to review: June 2023   Signed:

1. Introduction

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance, the closure of a bubble or a wider lockdown
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who are not in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

Who is this policy applicable to?

- The whole school in the event of a wider lockdown
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Children who are absent because they are awaiting test results and the household is required to self-isolate. When the rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school

Aspects of this policy will be adapted for the three different scenarios above.

2. Quality of Education

2.1. Intentof the Curriculum

2.1.1. Curriculumdesign and coverage

Our curriculum intent for remote learning is:

- HEAD: staff and families to work CONFIDENTLY with the software and
- HEART: chances to be TOGETHER are created and CARING about ensuring all children can have access
- HANDS: provide CREATIVE ways of delivering remote education

2.1.2. Knowledge and skills – National Curriculum

The content of this policy is informed by the DfE's requirements in respect of remote learning and in consultation and approval of Cambridgeshire County Council.

2.1.3. SEND

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SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by communicating via the SENDCo, classteacher and ensuring activities are accessible

2.2. Implementationof Teaching and Learning

2.2.1.Subject knowledge

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad and balanced range of subjects, including practical areas of the curriculum
- Pupils will learn new facts and concepts, and complete activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by using Teams within school activities
- Teachers will communicate the purpose of activities for pupils, by uploading plans and resources to Teams for them to access

2.2.2.Formative assessment

In the event of a wider lockdown, teachers will monitor Teams assignments and give feedback accordingly on a weekly basis.

In other situations, teachers will make informed decisions according to those who are absent but will set Assignments to aid pupil understanding.

If children are not completing the activities, then they will be contacted by the office to ask whether additional support is needed

2.2.3.Resources

- Teachers will have access to a wide variety of resources to share remotely, such as TTrockstars, Numbots, Microsoft Teams
- Resources will be quality assured by subject and senior leaders
- All pupils will have access to the resources they need to learn. We will ensure this by lending devices where needed, training pupils in how to log onto Teams when at school and delivering or arranging pick up of physical resources where needed

Resources to deliver this Remote Education Plan may include:

- Online tools/school subscriptions for
- EYFS: Tapestry which may include daily phonics lessons (during lockdown)
- KS1: Numbots
- KS2: TTRockstars
- Staff CPD was provided in summer 2020 but will be updated as necessary
- Information for parents will be available through their child's Teams account but also through homelearning@ (in a wider lockdown) and admin@ email accounts which are monitored
- Use of video for daily phonics in EYFS and KS1, KS2 filmed video lessons
- Printed learning packs for those who need them
- Books and other physical learning materials such as CGP books to aid learning and develop less dependence upon 'screen time'

2.2.4.Learning environment

Activities will be varied and not solely consist of 'screen time'; for example, in wider lockdown the use of CGP books and other materials can be sent home or collected from the school

Protocols for remote learning will be sent home (see appendices). Pupils are to be monitored at home during live sessions and teachers are encouraged to record or host live sessions in the classroom or at home with a neutral background.

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2.3. Impact
2.3.1. Summative assessment
In the event of wider lockdown, leaders will measure engagement in remote learning by monitoring Teams assignments, asking for feedbackthrough Forms and use this information to review provision and make changes as necessary.
Summative assessment of children will take place when pupils return to school but if remote learning takes place for a sustained time then online assessment through Assignments and Forms will be implemented.
2.3.2. Preparation for next stage of education
COVID catch-up funding will be used to fund additional intervention in the school where it is needed.
2.3.3. High quality pupil work
We recognise that whilst we will provide high quality remote education it will be met with varying degrees and we will encourage families to do their best.

3. Behaviour and Attitudes
3.1. Attitudes to learning
We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils and situations, such as those who have special educational needs and disabilities (SEND).
We will provide guidance to parents on how to use Teams and negotiate the remote education through the homelearning@ (in a lockdown) or admin@ email accounts.
Resources will be shared with pupils and parents via Microsoft Teams or in paper form if necessary.
We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible following the suggested timetable provided by staff.
Should parents be unable to access online work for any reason, they should contact homelearning@ (in a lockdown) or admin@so that other arrangements can be made.
All children sign an 'Acceptable Use Policy' at school which includes online safety rules. This applies when children are working on computers at home. Pupils and their parents should remember that they should report any issues they are concerned about.

3.2. Positive and respectful culture
When attending virtual meetings all staff should follow expected professional standards in relation to:
- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background, neutral backdrop

3.3. Supporting colleagues
- Staff workload will be managed by continual feedback and ensuring that if classteachers are teaching and providing remote education then support is provided and that work at home and at school is the same as much as possible
- Teacher Code of Conduct (see appendices) for phone calls/live video/recorded video should be adhered to

4. Personal development
4.1. Social, Moral, Spiritual, Cultural
Thought will be considered to the development of PSHE and SMSC provision. Previously, the use of Picture News (which the school has subscribed to) was highly successful when the whole school is in lockdown.
4.2. Christian ethos and British values

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As a Church of England school, we follow the Values for life programme and embed these beliefs into our classrooms. Collective Worship and messages for the week will continue to be conducted through Stream and Teams by the Headteacher.

5. Leadership and management

5.1. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupilengagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, e.g. during lockdown holding weekly discussions with staff through Teams
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers must be available during their usual working hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teachers will be provided with the necessary training on how to use Teams.

When providing remote learning, teachers must be available during the school day unless teaching.

When providing remote learning in a full or bubble lockdown, teachers are responsible for:

- Setting work:
  - o Teachers will set work for the pupils in their classes on Teams
  - o Work should follow the usual timetable for the class had they been in school, wherever possible
  - o Teachers will set work using the Teams online platform
  - o Daily English and mathematics work and one other subject
  - o Planning and resources will be completed by the classteacher and made available to pupils and parents
- Providing feedback on work:
  - o Reading, writing and mathematics work through Assignments
  - o Work in other subjects sharing success in a weekly Teams meeting
  - o The frequency with which teachers will provide feedback is set out within
- Keeping in touch with pupils who are not in school and their parents:
  - o Teachers are expected to make weekly contact, via Teams when available
  - o If there is concern around pupil's engagement, the teacher should speak to the Headteacher
  - o Teachers should only use the homelearning@ or admin@ email addresses to communicate with parents and pupils. All parent/carer emails should come through these accounts.
  - o Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
  - o Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the SLT

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  - o Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Teachers will respond promptly to requests for support from families at home, through homelearning@ or admin@ email
  - o Any complaints or concerns shared by parents or pupils should be reported to the Headteacher; for any safeguarding concerns, refer immediately to the DSL; for other issues staff will refer to the whistleblowing policy
- Staff who are required to self-isolate are expected to:
  - o Follow the normal reporting procedure for planned absence
  - o Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
  - o Obtain a test and share the result of it with school so that appropriate plans can be made
  - o If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.
  - o If they are well and required to work from home then communication with the Headteacher will define what this may mean, for example, working with small groups remotely, preparing resources and plans etc.
- When individual pupils are absent the above will be adapted as much as possible

Teaching Assistants

Teaching assistants must be available during their usual working hours.
If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
In any situation, teaching assistants must complete tasks as directed by a member of the SLT or teacher. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENDCo

- Ensuring that pupils with EHC plans 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 EHC plans and IHPs
- Identifying the level of support required by pupils

The Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

IT Technicians at CMAT

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing

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- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices via admin@ email

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help from staff if they need it, via admin@ email (or homelearning@ in a full lockdown)
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via book bags or online resources such as Oxford Owls
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers through homelearning@ (in a full lockdown) or by contacting the school office via admin@
- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body is responsible for:

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

5.2. Continuing professional development

Staff will have the training they need to provide remote education safely.

5.3. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. Curriculum planning, teaching and learning and the behaviour strategies take into account pupil's age, aptitude, gender, ethnicity and special educational needs. The contribution all pupils make is acknowledged and valued. Pupils with emotional and/or physical needs who need individualised programmes with personal achievable targets and rewards are catered for and fully supported. There may be a need to liaise with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

5.4. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to the DSL. If you are unable to contact them and it is an urgent matter, speak to a DDSL. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on 4th September 2020.

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Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

5.5. Health and safety
5.5.1. Personal Data
Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online and should speak to the SBM if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.
5.5.2. Keeping Devices Secure
All staff members will take steps to ensure devices remain secure. This includes but is not limited to:
- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

5.6. Reviewing and monitoring
This policy will be renewed annually in accordance with updates on remote education arrangements.

6. Links to other policies
6.1. Safeguarding
6.2. Behaviour policy
6.3. Child protection policy
6.4. Data protection policy and privacy notices
6.5. Online safety
6.6. Digital and hardware Development Planning
6.7. Acceptable Use policy

7. Appendices
7.1. Remote learning policy sign off
7.2. Staff agreement form
7.3. Staff advice for use of phone calls
7.4. Staff advice for use of email
7.5. Staff advice for use of video calls (Teams), recorded messages and lessons
7.6. Teams meetings protocols for staff and children
7.7. Remote education RAP 2020-21 (separate document)

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Appendix 8.1 Remote Learning Policy/Contingency Plan Sign-Off

Please confirm that your policy/plan meets the Department for Education's key objectives by ticking each of the relevant boxes, and indicate both any areas for development that you would value support with, and any aspects of your practice that you would be willing to share.

There is no need to add any explanatory text to this document about the school's plans or how they will be realised, given that your policy/plan will already make this clear.

Please send this pro forma, along with your policy/plan in whatever format you choose to the EmergencySchool.Closure@cambridgeshire.gov.uk email by 19 October 2020. A local authority adviser will review your policy/plan and return it to you.

School:	
The plan/policy indicates provision will meet the DfE requirements:	**Met**
Pupils will be set, and be able to access, meaningful and ambitious work each day in a number of subjects	Y
Pupils' knowledge and skills will be built incrementally	Y
Teachers and pupils will be clear about what is to be taught and practised in each subject	Y
Pupils will benefit from frequent and clear explanations of new content as well as reinforcement of prior learning, through resources/videos/virtual delivery	Y
Teachers will gauge how well pupils are progressing	Y
Expectations around the nature/frequency of marking/feedback are clear	Y
Teachers will adjust the pace and difficulty of what is taught appropriately	Y
The teaching programme is of equivalent length to what pupils would receive in school	N
Teaching will be adapted appropriately to meet the needs of pupils with SEND	Y

I would value support with:
The expectations of children completing aequivalent length of what pupils receive in school. We will set one English, one maths and one other task in addition to reading, spelling and online maths activities but we cannot gauge whether this will be the equivalent of a 8.50-3.10 school day.

I would be willing to share the following aspects of my school's practice:

On behalf of the local authority, as the responsible body, I confirm that the school's plans for remote learning are consistent with the legal requirements set out by the Department for Education:

RBrown

Signed: **Date: 15.10.20**

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Appendix 8.2 Staff agreement form

Acceptable Use Policy: Staff agreement form

User Signature

I agree to abide by all the points within the Acceptable Use Policy.

I understand that it is my responsibility to ensure that I remain up-to-date and read and understand the school's most recent online safety policies.

I wish to have an email account; be connected to the Intranet & Internet; be able to use the school's ICT resources and systems.

Signature ....Date ....

Full Name .... (printed)

Job title ....

School ....

Authorised Signature (Head Teacher)

I approve this user to be set-up.

Signature .... Date...

Full Name .... (printed)

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Appendix 8.3 Staff advice for use of phone calls

Guidance for staff with permission to phone parents

What it is:
• An opportunity to give children and families a point of contact.
• An opportunity for parents to share their feedback of home learning with their teacher.
• An opportunity for teachers to offer motivational praise to children
• An opportunity for teachers to give guidance to parents about the home learning.

What it is not:
• A counselling service for parents
• A place to receive parenting tips
• A place to vent parents frustration with the current situation
• A place for parents to complain about or demand extra or less home learning
• A vehicle for detailed feedback on home learning
• A social media relationship

Safeguarding Consideration:
• Teachers emotional well-being and wish to solve parents' problems
• Parents using contact as an emotional crutch
• Content may indicate parents acting in an abusive manner (Child protection)
• Teachers becoming too familiar with parents and barriers being blurred
• Teachers feeling obliged to call more than once every two weeks – unless they are FSM children or families where you have concerns

Compulsory protocol:
• DO NOT CALL WITHOUT WITHOLDING YOUR NUMBER – either use 141 before your home number, change the settings on your mobile or use the school phone to make your calls
• Teachers will not maintain this contact during weekends, periods of leave or when ill.
• Where SEND queries become complex, contact SENDCo/RB.
• KEEP CONVERSATIONS TO HOME LEARNING AND PRAISE TO THE CHILDREN ONLY
• DO NOT engage in long email conversations with any parents.
• DO NOT call after 4pm.
• DO NOT call after you have consumed alcohol, even if you consider it safe.
• USE your title and surname
• DO NOT SHARE PERSONAL INFORMATION – remember you need a professional relationship.
• DO NOT SHARE TELEPHONE NUMBERS.
• FORWARD any safeguarding concerns to DSLs immediately and ring if you are really worried
• SLT will review this service after 4 weeks and the impact on teachers' workload

Suggested conversation:
Hello this is Mr/Mrs/Miss/Mx xxxxxxxxx from GWPS, how are you?
How is everyone in the household? Keeping safe and well?
How are the children coping?
How is the home learning going?
Is there anything we can help with?
Have you got any questions?
Would xxxx (child/ren) like to talk on speakerphone?
When talking to the children ask about how they are getting on with their home learning, what they have enjoyed, anything they have done aside from home learning, have they been helping parents by getting on with their work etc.
        Excel spreadsheet containing these questions can be completed with notes as evidence

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Appendix 8.4 Staff advice for use of email

Guidance for staff with permission to email parents

What it is:
• An opportunity to give children and families a point of contact.
• An opportunity for parents to share their home learning with their teacher.
• An opportunity for teachers to offer motivational praise to children
• An opportunity for teachers to give guidance to parents if they do not understand the home learning or need some differentiation for SEND children.
• An opportunity for teachers to politely ask parents how they are getting on with the home learning in situations where no work is being received. (Please note - These emails should all be logged using usual school procedures.)

What it is not:
• A counselling service for parents
• A place to receive parenting tips
• A place to vent parents' frustration with the current situation
• A place for parents to complain about or demand extra or less home learning
• A vehicle for detailed feedback on home learning
• A social media relationship

Safeguarding Consideration:
• Teachers emotional well-being and wish to solve parents' problems
• Parents using this email contact as an emotional crutch
• Content of email may indicate parents acting in an abusive manner (Child protection)
• Teachers becoming too familiar with parents and barriers being blurred
• Teachers feeling obliged to reply instantly – not enabling a break from work

Compulsory protocol:
• DO NOT SET UP YOUR CLASS EMAIL ON YOUR PHONE – only ACCESS FROM A SCHOOL COMPUTER
• Do not use your teacher account for parental correspondence, use only class named account.
• Access parent emails on class email accounts TWICE A DAY – no more than 2 hours each time.
• Parents are informed all email correspondence will be responded to WITHIN 24 hours.
• Teachers will not maintain this contact during weekends, periods of leave or when ill.
• Where SEND queries become complex or you do not feel confident responding, contact SENDCo/RB.
• KEEP CONVERSATIONS TO HOME LEARNING AND PRAISE TO THE CHILDREN ONLY
• Reply to work sharing with one short positive comment do not give any further feedback.
• DO NOT engage in long email conversations with any parents.
• DO NOT send emails late in the evenings.
• DO NOT send any emails after you have consumed alcohol, even if you consider it safe.
• USE your title and surname and not first names
• DO NOT SHARE PERSONAL INFORMATION – remember you need a professional relationship.
• DO NOT SHARE TELEPHONE NUMBERS or CALL PARENTS unless granted permission to do so by RB.
• FORWARD any safeguarding concerns to DSLs immediately and ring if you are really worried
• SEND ANY EMAILS that raise concerns to the HT and stop any further communication. No judgement will be made so do not worry if this happens, even if you think you caused this!
• SLT will review this service after 4 weeks and the impact on teachers' workload

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Appendix 8.5 Staff advice for use of video calls (Teams), recorded messages and lessons

<u>Guidance for staff with permission to video messages/ recorded lessons/live Teams meetings</u>

What it is:
• An opportunity to give children and families a point of contact.
• An opportunity for teachers to offer motivational praise to children
• An opportunity for teachers to give guidance to families on the learning activities.
• An opportunity for teachers and children to get together and see each other

What it is not:
• A counselling service for parents
• A place to receive parenting tips
• A place to vent parents' frustration with the current situation
• A place for parents to complain about or demand extra or less home learning
• A vehicle for detailed feedback on home learning
• A social media relationship

Safeguarding Consideration:
• Teachers emotional well-being and wish to solve parents' problems
• Parents using this email contact as an emotional crutch
• Content of email may indicate parents acting in an abusive manner (Child protection)
• Teachers becoming too familiar with parents and barriers being blurred
• Teachers recording from home may wish to have a neutral background

Compulsory protocol:
• DO NOT SET UP TEAMS MEETINGS ON YOUR PHONE – only ACCESS FROM A SCHOOL COMPUTER
• DONOT use your teacher account for parental correspondence, use only class named account.
• Teachers will not maintain this contact during weekends, periods of leave or when ill.
• Where SEND queries become complex or you do not feel confident responding, contact SENDCo/RB.
• KEEP CONVERSATIONS TO HOME LEARNING AND PRAISE TO THE CHILDREN ONLY
• Reply to work uploaded to Teams
• DO NOT engage in long email conversations with any parents.
• DO NOT arrange Teams meetings outside of school hours.
• DO NOT video message or live message after you have consumed alcohol, even if you consider it safe.
• DO use a neutral background that is appropriate
• USE your title and surname and not first names
• DO NOT SHARE PERSONAL INFORMATION – remember you need a professional relationship.
• FORWARD any safeguarding concerns to DSLs immediately and ring if you are really worried
• ANY safeguarding concerns raise them with the HT. No judgement will be made so do not worry if this happens, even if you think you caused this!
• SLT will review this service after 4 weeks and the impact on teachers' workload

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Appendix 8.6 Teams meeting ground rules

Teams Meeting Ground Rules

No chat while teacher is talking	Be on time	Zoom from kitchen or living room
Mute yourself	Turn on video	Be prepared
Adult needs to be present	Raise your hand to talk	Be respectful

Lucky Little Learners

For adults
- Please ensure your child follows these ground rules and that they are appropriately dressed
- Remember this is for the **children** not for you to communicate with teachers
- If you need to speak to a teacher, use the office and someone will get back to you

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