FB PRU REMOTE WORKING AND LEARNING POLICY

This policy document is to be read in conjunction with:

- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

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FOR PARENTS & CARERS

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts to remain at home or in circumstances that require pupils to access work from home.

What should my child expect from remote education?

Remote education may take the form of paper based materials or online learning. This may be supported with the teacher or adult being available to support remotely or may be by individual guided study.

In all cases, please contact the school office to gain further support from the Keyworker if help is needed.

Pupils will be provided with work for lessons that they have missed in line with the sessions they may be missing at school in alignment with their usual provision.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 3	5
Year 10	5
Year 11	6

Accessing remote education

How will my child access any online remote education you are providing?

Your child will be provided with a Chromebook and power lead by the school.

This device is securely managed by the school. Your child already has a login to the school's managed Google environment that they will use to log into the Chromebook, where they will be

able to access Google Classroom. This is a tool they are already familiar with in use in the classroom at school. Work will be provided through Google Classroom.

On occasion, your child may be sent links by their teacher in Google Classroom to join live classroom sessions. Details of these sessions would be made known in advance, along with details of which teachers would be leading the sessions.

In the event of the following issues, or any other concerns about your child's arrangements for remote learning, you should contact your child's key worker in the first instance, who will look into your concern promptly.

- If you have any concerns about the availability and use of the Chromebook;
- If your child is unable to use a Chromebook to attend classes or to submit work;
- If you do not have access to an internet connection;
- If you have questions or concerns on how your child will be provided with any printed materials they may need;
- If you have questions or concerns how your child can submit work to their teachers if they do not have online access

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- live teaching (online lessons) using Google Classroom
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the school's full opening guidance, schools are expected to avoid an over-reliance on these approaches)

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Parents are expected to support and encourage their children to engage and attempt the work that is set
- Parents are expected to communicate with the school if the child is struggling to connect with the online learning or paper based learning

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Keyworkers will be in touch with parents on a bi-weekly basis in the case of a school closure. In the case of bespoke arrangements for a pupil, the Head of school will arrange with the parents the frequency of contact form the Keyworker, in most cases this will be daily or bi-weekly.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Feedback by staff will be daily for a school closure. In the case of bespoke arrangements the feedback will be within 24 hours

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- In the case of pupils with SEND - staff will ensure the work is appropriate to meet the needs of the child and will ensure the technology supports the child.
- If you have any questions about remote learning, linked to your child's SEND then please contact senco@fb-pru.wandsworth.sch.uk and one of our SENCOs will be able to support you.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

A pupil who is self -isolating should be able to access the work remotely via the google classroom, with resources shared by their class teacher.

FOR STAFF

1. Aims

This remote learning policy for staff aims to:

o Ensure consistency in the approach to remote learning for pupils who aren't in school.

o Set out expectations for all members of the school community with regards to remote learning.

o Provide appropriate guidelines for data protection.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teaching staff must be available between 8.30am & 4.15pm.

If a member of staff is 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.

When providing remote learning, teachers are responsible for:

Setting work:

o Staff will set work according to their timetable and ensure that the volume of work is suitable, challenging and realistic.

o Work should be set for keyworking sessions; this should be a short piece and could be a presentation, video or research task .

o The work should be set by 9:00AM the same day or scheduled.

o For all pupils, the work should be set on the Google classroom platform ensuring it is labelled to support the child in accessing and understanding the work. Some pupils may require printed work – this should be done a week in advance whenever possible.

o Hard copies of home learning packs will be delivered for pupils without access to ICT. o

Providing feedback on work:

o Staff should encourage pupils to submit completed work. Is student's are not engaging staff will follow through the keyworker.

o Staff are expected to share feedback with pupils on each piece of work either by comments on the work or via an email/message to the pupil via Google classrooms. The 'comments' tool in Docs can be used for this purpose as long as pupils are trained on reviewing this and resolving comments when feedback is acted upon.

o Feedback should be provided within 48 hours of the completion date.

Keeping in touch with pupils who aren't in school and their parents:

o Keyworkers are expected to make regular contact with pupils or parents, this is in most cases should be daily via the telephone (use 141 before dialing). This can be to provide positive feedback or can be to ensure pupils welfare or to encourage engagement ***.***

o ***Colleagues are not expected to make*** calls or emails outside working hours.

o Any complaints or concerns should be shared with the Pastoral leads for the relevant site. All safeguarding issues should be logged and contact made with the relevant DSL as usual.

Attending virtual meetings with staff, parents and pupils:

o Staff is to be mindful of the background location when taking part in virtual calls and meetings and being aware of maintaining an appropriate level of work attire for meetings.

o Where teachers may still be onsite they are to ensure lessons are posted to allow absent pupils the opportunity to catch up or stay abreast of missed work.

2.2 Learning Mentors who lead a timetabled lesson

When assisting with remote learning, LEARNING MENTORS AND TEACHING ASSISTANTS must be available between 8.30am & 4.15pm.

Learning Mentors who lead lessons should follow the same guidance as described in the section above. If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure. When assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely. This includes:

o Keygroup

o Lesson that they lead.

Learning Mentors should:

o Seek support from their Subject Leader in order to set work.

o Ensure they have a Google Classroom in place. They are to seek guidance from the Teaching and Learning Team for Google Classroom matters.

o Seek support from their Subject Leader for work related matters.

o Attending virtual meetings with teachers, parents and pupils when required.

o Please be mindful of the background location when taking part in virtual calls and meetings and being aware of maintaining an appropriate level of work attire for meetings.

o Locations (e.g. avoid areas with background noise, nothing inappropriate in the background).

2.3 Subject Leaders

Subject Leaders are expected:

o ***To work with*** teachers teaching their subject remotely to make sure all work set is appropriate and consistent

o **To** consider whether any aspects of the subject curriculum need***s*** to change**d** to accommodate remote learning

o **To work** with other Subject Leaders and Senior Leaders to set work remotely across all subjects is appropriate and consistent. Ensure deadlines are being set and met.Where necessary to provide support.

o **To monitor** the remote work set by teachers and Learning Mentors in their subject and explain how they'll do this, such as through regular meetings with teachers and Learning Mentors ***and*** by reviewing work set.

o **Alert** teachers to resources they can use to teach their subject remotely.

o *To* quality assure the work set and monitor that teachers and Learning Mentors are setting, collecting, marking and providing quality feedback to pupils and their parents.

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are:

● TO COORDINATE Co-ordinating the remote learning approach across the school – SLT Responsible: Rachel Eddolls, Bunty Dames and Diego Poupin.
● TO review the work set or feedback from pupils and parents.

● TO MONITOR pupil activity and assess the impact on pupil outcomes.

● Draw contingency plans in order to review remote learning practices and policies in order to improve practice.

● Monitor the security of remote learning systems, including data protection and safeguarding considerations (Nic Gibson) .

2.5 Designated Safeguarding Lead (DSL)

From 4th January schools have been required to close to the majority of pupils and to remain open only for the children of identified essential workers (related to the COVID - 19 virus and emergency measures in place) and some groups of pupils identified as particularly vulnerable.

This document forms part of the school's Children Protection and Safeguarding policy and contains the adjustments the school is making to operational practice and safeguarding practice during the COVID -19 emergency measures. It is written in line with Government guidance **Coronavirus (COVID – 19): safeguarding in schools, colleges and other providers – published 27th March 2020.**

This document will be kept under review and amended if necessary if further guidance is issued by the Government.

If the situation arises where the school either hosts a cluster school, or where pupils from the school are educated at another local school as a result of local cluster arrangements all schools involved will uphold the principles in Keeping Children Safe in Education (KCSiE) 2019 and this policy.

The way in which the school is currently operating in response to COVID-19 is fundamentally different to how we would normally operate, however, a number of important safeguarding principles remain the same:

o The welfare of children remains our key priority;
o The best interests of children will always continue to come first;
o If any staff member or volunteer has a safeguarding concern about any child, they will ● continue to respond appropriately, pass on concerns to the DSL and appropriate and timely action will be taken
o A DSL or deputy will be available, either onsite of remotely;
o Unsuitable people will not be allowed to enter the children's workforce and/or gain ● access to children;
o Children will continue to be protected when they are online.

The DSL is: **Nic Gibson** Email: ngibson2.212@lgflmail.org	Deputy DSL is: **Lisa Turley** Email: lturley.212@lgflmail.org

Other designated members of safeguarding staff	
Lisa Thomas-Brown Email: lthomasbrown@lgflmail.org	Rachel Eddolls Email: reddolls.212@lgflmail.org

We will endeavor to have a trained DSL available to staff at all times, wherever possible this person will be onsite, where this is not possible they will be available to be contacted via mobile or online video link. Staff have been provided with contact details for all key members of staff.

If a DSL is not available a nominated senior leader (Jackie Addison – Headteacher) will take responsibility for the co-ordinating of safeguarding onsite. Duties will include:

- Managing access to child protection files;
- Liaising with the offsite DSL (or deputy);
- As required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school;
- Reporting any changes or concerns;
- Ensuring site safeguarding checks are carried out and recorded.

Advice can also be sought from Stella Macaulay, Safeguarding in Education Advisor, MASH or other key officers (for full details see App 1)

Pupils on site

Pupils with a parent or carer who is a critical worker should be offered a school place if they cannot be cared for at home.

Pupils who meet the vulnerable children definition, that is

- Those who have a social worker and those children and young people up to the age of 25 with Education, Health and Care Plans (EHCP)
- Those who have a social worker include those who are subject to a Child Protection Plan and those who are looked after by the Local Authority.
- A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

o FB PRU also has flexibility to offer a place to those on the edge of receiving children's social care support or where there are other significant concerns about their wellbeing.

o The DSL is aware of the most vulnerable children and has ensured that those pupils who meet the criteria have been offered daily places during this period.

o FB PRU have made sure they have requested and recorded the most up to date contact details for all pupils to enable the most effective contact with pupils and families during this difficult time.

o FB PRU continues to work with and support children's social care to help protect vulnerable children. We expect those pupils identified as vulnerable children to attend school , provided they do not have underlying health conditions that put them at risk. In circumstances where the parent does not want to allow their child to attend school we are working with the family and the allocated social worker to encourage attendance. If required risk assessments have been carried out to ensure any risks have been fully considered and the most appropriate plan put in place.

o Non-attendance will be followed up in accordance with usual procedures.

o The school will notify the allocated social worker if any vulnerable child expected in school fails to attend or if FB PRU are unable to make contact by telephone.
o The school has carried out risk assessments for each pupil with an EHCP (in consultation with Health, LA and parents) to decide whether they should be offered a school place during the COVID-19 crisis or whether they can safely have their needs met at home. These assessments will be revisited if individual circumstances change, or if Government guidance is updated.

o While children are educated onsite the school has put appropriate safety and hygiene regulations in place in accordance with Government guidance.

o The school has set up systems to ensure all vulnerable children and their families not in attendance are contacted on a regular basis, to monitor their wellbeing and provide an opportunity for any concerns the child or family have to be shared. Staff will make daily welfare calls and will speak to pupils at least once a week during these calls, as a minimum. Pupils identified as meeting the vulnerable children definition, will speak to a staff member at least twice per week. The school has ensured that those staff members responsible for making contact with families have been provided with advice about how to conduct their contact with families and given key information about families and professional networks to facilitate any necessary contact. Guidance was provided to schools about keeping in touch with vulnerable pupils (app 3)

o Eligibility for free school meals (FSM) is not a determining factor in assessing vulnerability in terms of COVID – 19 criteria. However, the school recognises that families whose children qualify for FSM may be experiencing particular challenges during this crisis, and have made arrangements to ensure that FSM children either have access to a meal or are provided with food vouchers.

Reporting concerns

If any member of staff or volunteer becomes aware of a safeguarding concern about a pupil or family, they will record it in the usual way according to school procedures and pass it on to the DSL so that appropriate decisions and actions can be taken. Appendix 2 provides information about CSC services and access during the current situation

If there is a safeguarding concern or allegation about a member of staff or volunteer, the Headteacher or DSL will be informed immediately so that the matter can be investigated. The LADO will be consulted, or a referral made to LADO, as per usual guidance. The LADO service is contactable via telephone and email as usual.
The whistleblowing policy remains in place and can be followed by any staff member or volunteer if required.

Safeguarding all pupils

FB PRU remains committed to ensuring the safety and wellbeing of **all** pupils and recognises that school is a protective factor for children and young people. The current circumstances create some unusual challenges in ensuring children have access to safe adults outside their immediate family in whom they can confide any worries or fears. We also recognise that many families are under immense pressure in the current situation, both emotionally and financially, which will mean that not

every home is a place of safety for children and young people. Some may be confined to small living spaces or may be witnessing or subjected to abusive situations.

The school has ensured that all families have been provided with information about how to contact staff members during the school closures and that contact details for key support services and helplines have been included in information sent out / provided on school websites.

Online safety and providing off site teaching

All staff who interact with children and young people, including online, will continue to look out for signs a child may be at risk.

Online teaching should follow usual principles for safe and acceptable use of technology. This includes, but is not limited to:
• Acceptable use of technologies
• Staff pupil/student online relationships
• Communication, including the use of social media
• Minimum expectations
• Online safety
• Essential rules for remote teaching

FBPRU has communicated basic information to parents where online learning platforms are being used which has included

● Confirmation of online tools and or sites that the school will be using/if using
● Confirmation of what the child may be asked to do online
● Confirmation as to who their child will be interacting with online
● Confirmation as to whether other pupils will be able to access their child via the online platform
● Allowing the parent or carer the opportunity to voice any concerns
● The importance of not leaving the child alone during screen time
● Monitoring the search history
● Maintaining open communication with the child about online safety
● How to report a concern

Parents and careers have also been provided with details / links to support services eg Internet Matters, LGFL, Net-aware, Think Know, Safer Internet Centre etc

The school recognizes that not all children will have access to a computer or internet facilities in the home, and has ensured that age appropriate resources have been provided, in the form of home learning packs which are delivered to the pupils. A number of laptops with Wi-Fi dongles has also be given to pupils. Keyworkers monitor on a termly basis pupil's access to devices and wi-fi in their households.

Safer recruitment / movement of staff and staff training

In response to the current situation the Government have issued guidance in relation to required checks that staff who are already working in regulated activity and have undergone appropriate checks do not need to be rechecked if required to work on a different site temporarily, provided the details required are confirmed by the current employer.

Any new staff or volunteers will be checked in line with relevant processes and details recorded on the Single Central Record in the usual way.

All existing staff have had safeguarding training and have read Part One of KCSiE. DSLs will ensure all staff are informed of any updates or variations due to the COVID – 19 pandemic.

Any new staff or volunteers will be provided with a safeguarding induction to ensure they are clear about expected processes.

DSL training is unlikely to take place at present. The Government have advised that any DSL (or deputy) who has been trained will continue to be classed as a trained DSL even if they miss their refresher training.

If any staff member requires initial DSL training during this period, as they need to take on DSL responsibilities they have not previously had, the school will take advice from the Safeguarding in Education Advisor and an appropriate level of input will be provided.

Peer on peer abuse

FBPRU recognises that during the closure / partial closure there is an increased opportunity for peer on peer abuse to take place. We will continue to remain vigilant to any signs of such abuse, listen to and work with any child who may have suffered abuse from a peer, their parents and any multi-agency partner required to ensure the safety and security of the child or young person concerned.

Domestic abuse

Wandsworth's Project Tearose (sharing of police notifications relating to attendance at domestic Incidents with DSL in schools) continues to operate during the COVID 19 pandemic. Notifications are shared verbally with DSL by the Safeguarding In Education Advisor – this provides opportunity to agree any actions required in each individual circumstance.

Support services information

All support services have adapted their working protocols to provide best possible input for children, young people and families during the COVID -19 pandemic. The school will ensure they access any guidance and updates in relation to national and local services and circulate as appropriate to staff members.

Some useful links are:
ChildLine: 0800 1111 who are operating a 9am – Midnight service in response to

COVID19.. UK Safer Internet Centre: https://reportharmfulcontent.com/report/

www.thesafeguardingalliance.org.uk

CEOP: https://www.ceop.police.uk/ceop-reporting/

Young Minds Crisis Messenger: 85258 – free text service for 24/7 support

NSPCC Helpline:
Phone: 0808 800 5000
Email: help@nspcc.org.uk

Mind: www.mind.org.uk

The Department for Education COVID-19 helpline:
Email: DfE.coronavirushelpline@education.gov.uk
Telephone: 0800 046 8687
Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

Updates on current access to CAMHS and school nursing are attached as app 4 & 5 App 1

2.6 IT staff

IT staff (Helpdesk)are responsible for:

Insert details, such as:

Fixing issues with systems used to set and collect work

Helping staff with any technical issues they're experiencing

Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

o Be contactable during the school day – although consider they may not always be in front of a device the entire time

o Complete work to the deadline set by teachers
o Seek help if they need it, from teachers or teaching assistants

o Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

o Make the school aware if their child is sick or otherwise can't complete work

o Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling.

o Be respectful when making any complaints or concerns known to staff.

2.8 Governing board

The governing board is responsible for:

o Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

o Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues with setting work	Talk to the Subject Leader or the Teaching and Learning Lead,
Issues with Pupil Behaviour and well being	Talk to Pastoral Lead for either Tooting or Westdean

Issues with IT	Contact the IT Helpdesk
Issues with their own workload or wellbeing	Talk to their line manager
Issues with Safeguarding	Talk to DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Be able to access the school network whilst been on site or with a device provided by the school, if applicable and preferably. However, personal devices can be used as an alternative in which case staff will be required to authenticate their account by going through LGFL security checks.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

These tips are based on our article on the GDPR and remote learning.

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

o Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or

currency symbol)

o Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

o Making sure the device locks if left inactive for a period of time

o Not sharing the device among family or friends

o Installing antivirus and anti-spyware software

o Keeping operating systems up to date – always install the latest updates

5. Safeguarding Children

5.1 SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

5.2 Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child

5.3 Staff members must raise any safeguarding concerns with the appropriate safeguarding lead without delay. Concerns must be logged.

5.4 If a staff member has serious concerns about immediate risk to a child or that a child has suffered significant harm and continues to be at risk, they should contact Wandsworth MASH immediately - wherever possible with the support of the designated safeguarding lead or a deputy lead. If a child is in immediate danger the police should also be contacted.

5.5 Staff members should ensure they are prepared for the referral with clear details of their concern and the child's name, dob, address and contact details for parents / carers.

5.6 A referral in urgent circumstances can be made on the telephone but a completed Early Help Assessment form is required as soon as possible with key details included (even if additional background information is completed later) as s47 enquiries cannot be progressed with the police unless a referral has been received.

Referrals to MASH can be made by:

1. **Completing the electronic form online at: https://wandsworth self.achieveservice.com/service/Make_a_Referral_to_the_Wandsworth_MASH**
2. **Telephone: 020 8871 6622**
3. **E-mail: MASH@wandsworth.gov.uk**

MASH is in operation Monday – Friday 9.00am to 5.00pm. At other times please contact the Out of Hours Duty Service on 020 8871 6000.

6. Monitoring arrangements

This policy will be reviewed by the Head Teacher and the Deputy Headteacher and the Teaching and Learning Lead. At every review, it will be approved by the SLT and governing body.

7. Links with other policies

- **This policy document is to be read in conjunction with**
- Child protection policy and coronavirus addendum to our child protection policy ●

Data protection policy and privacy notices

- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Approved by:	Jackie Addison	**Date:** 22nd Oct 2020
Last reviewed on:	**21st July 2024 by NS - to add Remote Education Provision section, to review named staff in the document, updated Content list**	
Next review due by:		