

Remote Teaching and Learning at EIFA

EIFA introduced remote teaching on 12th March 2020 following the announcement of the first UK lockdown. After welcoming our pupils back for a full-term of teaching at school in the autumn, we returned to remote teaching on 4th January 2021.

At EIFA, our teachers have become experts in the field of distance learning; combining creativity and energy to deliver the full curriculum in all subjects including yoga, drama, sport and dance. Additional enrichment activities such as cookery have been added to support the wellbeing of pupils.

Teachers draw from a wide range of options when delivering lessons, combining live sessions featuring discussions with opportunities for research and independent learning.

This strategy enables us to limit screen time whilst also allowing teachers and pupils to communicate easily and enabling teachers to offer individual support when required.

The following documents outline our contingency measures for teaching during the Covid-19 pandemic.

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Scenario	Time absent from school	Planned provision	Additional support
<p>Pupil is required to take a test for COVID due to displaying symptoms.</p>	<p>Approx. 72 hours</p>	<p>If pupils are unwell then we would not expect work to be completed (as per any other illness).</p> <p>Pupils will have access to home learning activities through Seesaw and Zoom (Early Years) or Google Classroom and Zoom (Cycle 2- Senior School). Teachers will upload a range of learning opportunities covering all areas of the curriculum including Art, Music, Drama and Sport. Printed packs of work are available on request.</p> <p>Pupils reading on the Oxford Reading Tree scheme will be provided with physical books if possible or can access the books on the Oxford Owl website.</p> <p>Pupils may continue to use Reading Eggs, Mathletics, MyMaths and other apps. Pupils are encouraged to post photos of completed work, or evidence of practical tasks on Seesaw or on Google Classroom (Cycle 2 - Senior School) or by email. Work can also be returned to school where feedback will be given by the class teacher in accordance with our Marking Policy.</p> <p>Pupils with SEND: Will be provided with differentiated tasks and additional support will be available from teachers or teaching assistants.</p>	<p>All pupils in the Junior School will be issued with school iPads to access the online provision.</p> <p>Pupils in the Senior School have their own devices. However, if for some reason a pupil does not have a device, then the school will temporarily provide a MacBook.</p>

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<p>Pupil is required to isolate while a member of the household or someone they have been in close contact with waits for a test result.</p>	<p>Approx. 72 hours</p>	<p>If pupils are unwell then we would not expect work to be completed (as per any other illness). Children will have access to home learning activities through the Seesaw (Early Years) or Google Classroom/Zoom (Cycle 2- Senior School) including PowerPoints. Teachers will upload a range of learning opportunities covering all areas of the curriculum including Art, Music, Drama and Sport. These opportunities are closely linked to the class learning at the time. Printed packs of work are available on request.</p> <p>Pupils reading on the Oxford Reading Tree scheme will be provided with physical books if possible or can access the books on the Oxford Owl website.</p> <p>Pupils may continue to use Reading Eggs, Mathletics, MyMaths and other apps. Pupils are encouraged to post photos of completed work, or evidence of practical tasks on Seesaw or on Google Classroom (Junior and Senior School) or by email. Work can also be returned to school where feedback will be given by the class teacher in accordance with our Marking Policy.</p> <p>Pupils with SEND: Will be provided with differentiated tasks and additional support will be available from teachers or teaching assistants.</p>	<p>All pupils in the Junior School will be issued with school iPads to access the online provision.</p> <p>Pupils in the Senior School have their own devices. However, if for some reason a pupil does not have a device, then the school will provide a MacBook.</p>
<p>Pupil is required to shield for 10 days due to a member of the household or someone they have been in close contact with</p>	<p>10 days</p>	<p>Home learning resources can be sent home (or delivered) if required, including an exercise book, writing materials and additional reading books.</p> <p>In this scenario the child will access the same learning as their peers who are learning in school. Teachers will upload relevant</p>	<p>All pupils in the Junior School will be issued with school iPads to access the online provision.</p> <p>Pupils in the Senior School have their</p>

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<p>receiving a positive test result.</p>		<p>PowerPoints, web links, video clips and printable resources to ensure pupils are able to continue their learning alongside their classmates. Zoom or Google Classroom links will be sent to the child's school email address for the child to either join the class for certain lessons or to have a meeting with their teachers (English and French) to explain the work being covered that day. Pupils will access learning activities via the appropriate platform.</p> <p>Pupils receiving additional support in English or French will continue to enjoy their one-to-one support sessions over Zoom/Google Classroom.</p> <p>Parents are encouraged to post photos of completed work, or evidence of practical tasks on Seesaw or on Google Classroom. Work can also be returned to school where feedback will be given by the class teacher in accordance with our Marking Policy.</p> <p>Parents can contact class teachers via email and can arrange meetings over Zoom or by phone. Junior School teachers will remain in close contact with parents via regular emails. In the senior school, teachers will make a weekly phone call to parents.</p> <p>All pupils should be visible for remote learning at least once a day. Where a pupil fails to appear/ or be visible during online sessions parents will be contacted.</p> <p>Pupils with SEND: Will be provided with differentiated tasks and additional support will be available from teachers or teaching assistants.</p>	<p>own devices However, if for some reason the pupil does not have a device, then the school will provide a MacBook</p>
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<p>Pupil tests positive for COVID resulting in a bubble closure.</p>	<p>10 days for individual and for all others in direct contact with individual</p>	<p>Full-time remote learning timetable becomes active:</p> <p>Where possible, we teach the same curriculum remotely as we do in school including Art, Music, Drama and Sport.</p> <p>Remote teaching and study time each day:</p> <ul style="list-style-type: none"> ● Early Years and Cycle 1: 3 hours ● Cycle 2 and 3: 4 hours ● Senior School: 5 hours <p>Accessing Remote Education:</p> <ul style="list-style-type: none"> ● We use Seesaw and Zoom in our Early Years classes and Seesaw/Google Classroom and/or Zoom in Cycles 1 to Senior School <p>Range of approaches:</p> <ul style="list-style-type: none"> ● Live teaching ● Pre-recorded ● Various internet resources ● Worksheets/booklets emailed to pupils (can be posted to pupils on request) <p>Teachers to monitor attendance of pupils through engagement on live Zoom sessions and Google Classroom sessions.</p> <p>Teachers to share daily timetable with parents. This will mirror the school timetable as much as possible. Learning will continue to take place in both French and English in line with the normal timetable.</p> <p>Pupils receiving additional support in English or French will</p>	<p>ALL PUPILS ARE EXPECTED TO ENGAGE: Teachers to contact families who are not engaging. Head of School made aware of non-engagement weekly. Parents contacted to offer support.</p> <p>Feedback:</p> <ul style="list-style-type: none"> ● Seesaw activities ● Zoom calls <p>Teachers will set the frequency of feedback and inform pupils.</p> <p>All pupils in the Junior School will be issued with school iPads to access the online provision.</p> <p>Pupils in the Senior School have their own devices. However, if for some reason a pupil does not have a device, then the school will temporarily provide a MacBook.</p>
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		<p>continue to enjoy their one-to-one support sessions over Zoom/Google Classroom.</p> <p>Parents are encouraged to share completed work, or evidence of practical tasks on Seesaw (Early Years) or on Google Classroom (Junior and Senior School) or by email. Work can also be returned to school where feedback will be given by the class teacher in accordance with our Marking Policy.</p> <p>Pupils with SEND: Will be provided with differentiated tasks and additional support will be available from teachers or teaching assistants.</p>	
Class teacher or teaching assistant tests positive for COVID resulting in bubble closure	10 days for individual member of staff as well all others in contact with individual member of staff	While the teacher is unwell, they will not be preparing lessons. A member of the teaching staff will provide learning in line with the remote learning procedures above.	<p>All pupils in the Junior School will be issued with school iPads to access the online provision.</p> <p>Pupils in the Senior School have their own devices. However, if for some reason a pupil does not have a device, then the school will temporarily provide a MacBook.</p>
Whole school closure as a result of multiple positive cases of COVID	10 Days	Whole school to revert to remote learning expectations as described above. A mixture of pre-recorded and live sessions will be used to ensure that families with more than one child can	All pupils in the Junior School will be issued with school iPads to access the online provision.

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		<p>access the learning.</p> <p>Class teachers, head teacher and admin team available to answer direct messages during school hours.</p> <p>Pupils with SEND: Will be provided with differentiated tasks and additional support will be available from teachers or teaching assistants.</p>	<p>Pupils in the Senior School have their own devices. However, if for some reason a pupil does not have a device, then the school will temporarily provide a MacBook.</p>
<p>Local/National Lockdown in which closure is enforced but where keyworker/vulnerable children attend school</p>		<p>Full time remote learning timetable becomes active: Where possible, we teach the same curriculum remotely, including as we do in school Art, Music, Drama and Sport. The we Remote teaching and study time each day:</p> <ul style="list-style-type: none"> ● Early Years and Cycle 1: 3 hours ● Cycle 2 and 3: 4 hours ● Senior School: 5 hours <p>Accessing Remote Education:</p> <ul style="list-style-type: none"> ● We use Seesaw and Zoom in our Early Years classes and Seesaw/Google Classroom and/or Zoom in Cycle 2 and above. <p>Range of approaches:</p> <ul style="list-style-type: none"> ● Live teaching ● Pre-recorded ● Various internet resources ● Worksheets/booklets emailed to pupils (can be posted to pupils on request) 	<p>All pupils in the Junior School will be issued with school iPads to access the online provision.</p> <p>Pupils in the Senior School have their own devices. However, if for some reason a pupil does not have a device, then the school will temporarily provide a MacBook.</p> <p>The wellbeing of our pupils remains of the utmost importance and teachers will remain in close contact with all pupils. The school will organise a range of activities to promote social interaction both during the school day and after-school such as 'cook-alongs' and a virtual disco.</p>

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		<p>Teachers to monitor attendance of children through engagement on live Zoom sessions and Google Classrooms.</p> <p>Teachers to share daily timetable with parents. This will mirror the school timetable as much as possible. Learning will continue to take place in both French and English in line with the normal timetable.</p> <p>To ensure that those children engaged in remote learning and Key Worker children in school receive the same standard of teaching, class teachers in EYFS, Cycle 1 and Cycle 2 will establish a rota so that one class teacher will teach in school whilst the other is online so that teaching alternates between languages.</p> <p>Pupils receiving additional support in English or French will continue to enjoy their one-to-one support sessions over Zoom/Google Classroom.</p> <p>Parents are encouraged to share completed work, or evidence of practical tasks on Seesaw (Early Years) or on Google Classroom (Cycle 2 - Senior School) or by email. Work can also be returned to school where feedback will be given by the class teacher in accordance with our Marking Policy.</p> <p>Pupils with SEND: Will be provided with differentiated tasks and additional support will be available from teachers or teaching assistants.</p>	<p>Additional, tailored support is offered to pupils identified as vulnerable including organising mentoring and 'wellbeing check-ins'.</p>
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RISK ASSESSMENT FORM

Establishment: **EIFA International School**

Risk Assessment for reopening of the school during Covid-19		Group Leader: EIFA Senior Leadership Team Francoise Zurbach, Stephane Kuhn, Bonita Regan, Rebecca Naylor-Alayej
Activity Details: Partial re-opening of school to Early Years classes and Key Worker children - January 2021		Date of Risk Assessment: 4th January 2021
Assessment by: Francoise Zurbach, Stephane Kuhn, Bonita Regan, Rebecca Naylor-Alayej	Reviewed on: 21 st January 2021	
Number of children in total: 66		
Approved by: Francoise Zurbach	Position: Head of School	Date: 4th January 2021

Potential Issues	Those who might be harmed Persons at risk from the significant hazards identified	Control Measures (CMs): Controls, including relevant sources of guidance (e.g., Generic Risk Assessment, CSF Offsite Visits Manual, Guidance from Provider, etc.). Specific CM's not included in the generic RA (e.g. briefings, actions by leaders / participants, qualifications / experience of supervisors)	Additional CMs required? If existing CM's cannot be met or circumstances have changed	Residual Risk Rating (H / M / L)
Virus Spread Within Setting				
1. Contact with someone suffering with Coronavirus	<p>Close contacts with someone who has tested positive for Coronavirus</p> <p>Close contact means:</p> <p>Direct close contact/face-to-face contact with an infected person for any length of time, within 1 metre, including:</p> <ul style="list-style-type: none"> – Being coughed on – A face-to-face conversation, or – Unprotected physical contact (skin-to-skin) <p>Proximity contacts – extended close contact (within 1 to 2 metres for more than 15 minutes) with an infected person</p> <p>To help with identifying staff's and pupils' close contacts, records will be kept of:</p>	<p>Everyone will be asked not to come into school if they need to self-isolate under current guidance. Regular reminders will be given about this.</p> <p>Anyone self-isolating with symptoms will be advised to do so for at least 10 days from the onset of symptoms, and to access testing and engage with the NHS Test and Trace process.</p> <p>If a symptomatic person comes into school, they will be sent home immediately or isolated until they can be picked up.</p> <p>999 will be called if they are seriously ill or injured or their life is at risk.</p> <p>In the case of a symptomatic pupil who needs to be supervised before being picked up:</p> <ul style="list-style-type: none"> · If a distance of 2 metres can't be maintained, supervising staff will wear a fluid-resistant surgical mask · If contact is necessary, supervising staff will also wear disposable gloves and a disposable apron · If there is a risk of splashing to the eyes, such as from coughing, spitting or vomiting, supervising staff will also wear eye protection <p>Supervising staff will wash their hands thoroughly for 20 seconds after the pupil has been picked up.</p>		H

	<ul style="list-style-type: none"> - The pupils and staff in each group - Any close contact that takes place between children and staff in different groups 	<p>We will provide home testing kits to parents/carers collecting symptomatic children, and to staff who've developed symptoms at school, if they are unable to get a test elsewhere.</p> <p>A deep clean will take place in the areas that the symptomatic person has been, and PPE will be disposed of properly, following decontamination guidance.</p>		
<p>2. Suspected case in setting:</p> <p>Child or Staff Suspected family member of child or staff member in setting</p>	<p>Everyone who has come into contact.</p>	<p>Follow government guidance including the DFE guidance "Early years and childcare COVID-19 guidance"</p> <p>All children and staff to follow clear healthy practice procedures, including sneezing coughing and disposing of tissues- 'Catch it Bin it' guidance</p> <p>Inform families and advise to isolate and encourage family to get tested</p> <p>Deep cleaning of setting – refer to deep cleaning policy including procedures toy cleaning, types of resources available that minimise spread of infection and minimal use of fabric materials</p> <p>Inform other families</p> <p>Posters and information displayed.</p> <p>Children stay in their own classrooms</p>	<p>Keep up to date with government advice and changes and information from local authority</p> <p>Keep in touch with families to confirm whether diagnosis. Monitor other children and staff for any spread of infection</p> <p>Temperature checking of children</p> <p>Only children who have completed isolation period allowed to return to setting</p> <p>Share activities to do at home</p>	H
<p>3. Confirmed case in setting</p> <p>Child or staff Confirmed family member of child or staff in setting</p>		<p>Follow government guidance including the DFE guidance "Early years and childcare COVID-19 guidance"</p>	<p>Keep up to date with government advice and changes and information from local authority</p>	H

		<p>All children and staff to follow clear healthy practice procedures, including sneezing coughing and disposing of tissues</p> <p>Inform families and advise to isolate and encourage family to get tested</p> <p>Deep cleaning of setting – refer to deep cleaning policy including procedures toy cleaning, types of resources available that minimise spread of infection and minimal use of fabric materials</p> <p>Inform other families</p> <p>Immediately engage with NHS Tracking system</p> <p>Posters and information displayed.</p> <p>Children stay in their own classrooms</p>	<p>Keep in touch with families to confirm whether diagnosis.</p> <p>Monitor other children and staff for any spread of infection</p> <p>Temperature checking of children</p> <p>Only children who have completed isolation period allowed to return to setting</p> <p>Share activities to do at home.</p>	
<p>4. Spreading infection through contact with coronavirus on surfaces</p>		<p>Cleaning staff will regularly clean frequently touched surfaces using standard cleaning products (e.g. bleach, detergent), including:</p> <ul style="list-style-type: none"> - Banisters - Classroom desks and tables - Bathroom facilities (including taps and flush buttons) - Door and window handles - Furniture - Light switches - Reception desks - Teaching and learning aids - Books and games and other classroom-based resources - Computer equipment (including keyboards and mouse) - Sports equipment - Hard toys - Telephones - Fingerprint scanners - Outdoor play equipment 		<p>H</p>

		<p>Items that need laundering (e.g. towels, flannels, bedding) will be washed regularly in accordance with the manufacturer's instructions, on the warmest water setting. These items will not be shared between children between washes.</p> <p>Pupils and parents/carers will be asked to limit the amount of equipment they bring into school each day to essentials like bags, lunch boxes, hats, coats, books, stationery and mobile phones.</p> <p>Areas of the school that are used by pupils will be cleaned thoroughly at the end of the day.</p> <p>Areas of the school not in use will be shut off to make cleaning more manageable.</p> <p>Any resources shared between groups, such as sports, art and science equipment, will be either:</p> <ul style="list-style-type: none">- Cleaned frequently and meticulously, and always between groups using them; or- Rotated so they can be unused and out of reach for 48 hours (72 hours for plastics) between use by different groups <p>The same rules will be followed for books and other shared resources that pupils or staff take home. However, unnecessary sharing will be avoided, especially where it doesn't contribute to pupil education and development.</p> <p>Individual and very frequently used equipment, like pens and pencils, will not be shared.</p> <p>Shared rooms, such as halls and dining areas, will be cleaned between different groups using them.</p>		
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		<p>If a person with coronavirus symptoms comes into school, a deep clean will take place in the areas that the person has been in, following decontamination guidance.</p> <p>Cleaning supplies will be topped up regularly and monitored to make sure they're not close to running out.</p> <p>Teachers will wash their hands and surfaces before and after handling pupils' books.</p>		
5. Spreading infection due to touch, sneezes and coughs	Children, staff and families	<p>Handwashing facilities will be provided. Everyone in school will:</p> <ul style="list-style-type: none"> - Clean their hands on arrival using the hand sanitising stations in place at each entrance - Frequently wash their hands with soap and water for 20 seconds and dry thoroughly using NHS guidelines, or use alcohol-based hand sanitiser to cover all parts of their hands - Clean their hands on arrival, after breaks, if they change rooms, before and after eating, and after sneezing or coughing - Be encouraged not to touch their mouth, eyes and nose - Use a tissue or elbow to cough or sneeze, and use bins for tissue waste <p>Pupils will be encouraged to learn and practise these habits in lessons and by posters put up across the school.</p> <p>Help will be available for any pupils who have trouble cleaning their hands independently. Skin-friendly cleaning wipes can be used as an</p>		H

		<p>alternative. Young children will be supervised during hand washing.</p> <p>Supplies for soap, hand sanitiser and disposable paper towels and tissues will be topped up regularly and monitored to make sure they're not close to running out.</p>		
6. Spreading infection due to excessive contact and mixing between pupils and staff in lessons	Children, staff and families	<p>EYFS and Junior School</p> <p>Pupils will be kept to their class groups and will form a year group bubble</p> <p>Where pupils are old enough and capable enough, they will be taught and reminded to maintain their distance and not touch staff or peers.</p> <p>Pupils will be seated side-by-side and facing forwards where possible.</p> <p>If we are in local restriction tiers 3 or 4, or during national lockdown: We will not host performances with an audience.</p> <p>For physical activity, we will follow the same guidance for cleaning equipment and grouping pupils as in all areas of the school. Outdoor sports will be prioritised where possible - where it is not, we'll use large indoor spaces with sufficient ventilation. Distance between pupils will be maximised as much as possible.</p> <p>For team sports, we will follow the return to recreational team sport framework. For individual sports, we will follow the guidance on the phased return of sport and recreation.</p> <p>Staff can work across different groups in order to deliver the school timetable, but they will keep their distance from pupils and other staff as much as they can (ideally 2 metres apart). This won't always</p>		H

		<p>be possible, particularly when working with younger children, but close face-to-face contact will be avoided, and time spent within 1 metre will be minimised.</p> <p>Any pupils with complex needs or who need close contact care will have the same support as normal as distancing is not possible here. Staff will be rigorous about hand washing and respiratory hygiene.</p> <p>Supply teachers, peripatetic teachers and other temporary staff will be told to minimise contact and maintain as much distance as possible from other staff. The number of temporary staff entering the school premises will be kept to a minimum. These staff will also participate in the rapid testing programme in school, as outlined for other staff/pupils above.</p> <p>Specialists, therapists, clinicians and other support staff for pupils with SEND should provide interventions as usual. These staff will be advised to be rigorous about hand washing and respiratory hygiene.</p>		
7. Spreading infection due to excessive contact and mixing between pupils and staff around and outside of the school	Children, staff, and families	<p>Pupils will be kept in the same groups at all times each day and be kept separate from other groups. There may be times where small bubbles join for specialist subjects or walking to the park. Social distancing will be in place in these cases.</p> <p>If we are in tier 2, 3 or 4, or during national lockdown: Everyone will be asked to wear face coverings when moving around the school, unless they're exempt from wearing one. They will be given clear instructions about how to put on, remove and store/dispose of face coverings safely.</p>		H

		<p>Staff and visitors will wear face coverings in areas of the school where social distancing isn't possible, such as in staff rooms. They will be asked to keep on or put on a face covering when arriving at school and moving to classrooms or offices unless they're exempt from wearing one. They will be given clear instructions about how to put on, remove and store/dispose of face coverings safely.</p> <p>Pupils will be supervised at all times to ensure mixing between groups doesn't occur, and they will be reminded about the rules throughout the day.</p> <p>All shared rooms, such as sport halls and dining areas, will be cleaned between each use.</p> <p>Toilet use will be managed to avoid crowding.</p> <p>Staff use of staff rooms and offices will be staggered to limit occupancy</p>		
8. Spreading infection due to the school environment	Children, staff and families	<p>Checks to the premises will be done to make sure the school is up to health and safety standards.</p> <p>Fire, first aid and emergency procedures will be reviewed to make sure they can still be followed with limited staff and changes to how the school space is being used.</p> <p>This will include checking that all fire doors are operational at all times, and that the fire alarm system and emergency lights have been tested and are fully operational. Emergency fire drills will be carried out as normal with adjustments made to allow for social distancing.</p> <p>Areas in use will be well ventilated by:</p> <ul style="list-style-type: none"> · Opening windows 		H

		<ul style="list-style-type: none"> · Propping open internal and external doors, where fire safety and safeguarding wouldn't be compromised <p>A comfortable temperature will be maintained alongside increased ventilation by:</p> <ul style="list-style-type: none"> · Increasing the level of ventilation while spaces are unoccupied (e.g. between classes, during break and lunch, when a room is unused). This means keeping windows slightly open while the room is occupied and opening more widely while unoccupied · Rearranging furniture where possible to avoid direct drafts <p>Outdoor space will be used for exercise and breaks, and for education where possible.</p>		
9. Spreading infection due to excessive contact and mixing in meetings		<p>Where possible, meetings will be conducted by telephone or using video conferencing. This includes meetings with staff, parents/carers, visitors, and members of the board.</p> <p>Where this is not possible, meetings will be conducted outside, outside of school hours, or in a room large enough to allow for social distancing.</p>		H
10. Cleaning of setting	Everyone who has come into contact.	<p>Follow and refer to government guidance.</p> <p>Ensure the cleaning company has clear policy and procedures for if the cleaner needs to isolate- refer to company policy.</p> <p>Internal cleaning staff to be re-trained on new cleaning methods</p> <p>Ensure all staff are trained and understand cleaning and COSHH procedures especially in relation to spread of infectious disease.</p> <p>Limit the amount of toys and resources that can multiply or carry infection. Audit and review current</p>	<p>Keep up to date with current government guidance.</p> <p>Obtain contacts and details of other cleaning companies for short notice / deep cleaning.</p> <p>Monitor stock checks, regular purchasing of supplies.</p>	

		<p>sand, water, and food play. Aim to not rotate toys between classrooms.</p> <p>Hand washing and antibacterial stations where possible</p> <p>Extra cleaning of core touch points.</p> <p>Regular audits and checks of current cleaning procedures</p> <p>To maintain healthy stock of PPE and cleaning products</p>	<p>Continue to review current cleaning procedures and amend where necessary.</p> <p>Ensure any new staff or trained and inducted on current procedures</p>	M
11. Social distancing	Children, staff, and families	<p>Refer to government advice- <u>apply social distancing whenever possible</u></p> <p>Markers on entry and in areas where children are likely to gather.</p> <p>Lunch time procedures – children spaced apart.</p> <p>Staff room – seating and eating arrangements adapted</p> <p>Remind parents that they should continue to follow UK government guidance on social distancing outside school - regarding play dates etc</p>	Review of the government advice regularly.	H
Children				
12. Protection of those most vulnerable children (e.g.		Follow government guidance and doctors' advice for each individual case and work with families to agree what is best for the child.	Continued monitoring of health conditions and of care plans.	H

underlying health conditions)		Update individual care plans and filter this down to the team and agree with parents Social distance measures as above incorporated.	Return to school interviews before return to ensure it is safe for children to return	
13. Children's wellbeing - maybe unsettled, upset and confused need more comforting and means unable to social distance Children not understanding and adhering to social distancing,	Children in Little EIFA, PS and MS	Follow government guidance on social distancing Explaining to children where possible why and what social distancing is. Early Years staff will be responsible for applying measures Incorporate stories and planning into activities where children develop understanding Activities set up in order to minimise contact Floor markings to support social distancing. Tablets and electronic devices to be cleaned regularly especially contact points.	Continue reviewing government guidance And review where necessary.	H
14. Unable to social distance with children who need intimate care / toileting support.	Children in Little EIFA and PS	Follow guidance As above try and put social distancing in place Key person works with the same children and are able to provide intimate care	Continue reviewing government guidance And review where necessary.	H
Workforce				
15. Individuals vulnerable to serious infection coming into school	Clinically extremely vulnerable staff – staff who have received a shielding letter or been advised to stay at home by their GP/clinician will not	In tier 4 or during national lockdown: Staff who have received a shielding letter or been advised to stay at home by their GP/clinician will not come into school, and instead will work from home if they can.		M

	<p>come into school, and instead will work from home if they can (same as previous tier 4 guidance)</p> <p>Clinically vulnerable staff – can come into school if they cannot work from home. If in school, they should:</p> <ul style="list-style-type: none"> - Where possible, maintain 2-metre distance from others - Avoid close face-to-face contact and minimise time spent within 1 metre of others <p>Staff that live with someone that’s clinically extremely vulnerable or clinically vulnerable – can come into school if they can’t work from home, but should ensure they maintain good prevention (e.g. hygiene) practice</p> <p>Pregnant staff – should work from home where possible. If home working is not possible, follow the guidance for pregnant staff that applies to all tiers</p> <p>Staff who may be otherwise at increased risk of coronavirus - can come into school if they can’t work from home. Consider putting specific</p>	<p>Clinically vulnerable staff will come into school if they cannot work from home. If in school, they will:</p> <ul style="list-style-type: none"> o Where possible, maintain 2-metre distance from others o Avoid close face-to-face contact and minimise time spent within 1 metre of others <p>Staff that live with someone who’s extremely clinically vulnerable or clinically vulnerable will come into school if they can’t work from home and will follow good prevention practices.</p> <p>Staff who are pregnant will work from home where possible. If home working isn’t possible, we will follow the guidance for pregnant staff in all tiers (below).</p> <p>We will carry out risk assessments for staff who are pregnant and remove or manage identified risks where possible. Pregnant staff will not be required to continue working if this is not supported by the risk assessment and will be offered alternative arrangements (which may include working from home or suspension on normal pay). Staff who are 28 weeks pregnant or beyond, or staff who are pregnant with underlying health conditions, will be considered clinically extremely vulnerable and offered further flexibility to work from home in a different capacity.</p>		
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	protective measures in place. Staff that live with those at increased risk can also come into school if they can't work from home			
<p>16. Staff shortages dues to shielding/isolation/ bereavement</p> <p>Leadership team shortages</p> <p>a. Lack of safeguarding or first aiders.</p>	All staff and children	<p>Follow government guidance including maintaining ratios and pay.</p> <p>Ensure good rota in place</p> <p>Clear plan in place if unable to meet ratios due to staff shortages</p> <p>Good rota system to prevent least possible risk of infection.</p> <p>Ensure relevant number of first aiders included in all rotas.</p> <p>Clear plan of organisation regarding leadership and support to manage setting if usual leaders are not available.</p> <p>Recruitment as virtual as possible.</p>	<p>Review government advice and review.</p> <p>Return to work and health/ wellbeing interviews before return.</p>	H

<p>17. Supporting staff with underlying issues / pregnancy and their wellbeing</p>	<p>Pregnant: Names withheld</p> <p>Diabetes: Names withheld</p> <p>Asthma: Names withheld</p>	<p>Follow government guidance including maintaining ratios and pay.</p> <p>Pregnant staff to continue remote teaching/working.</p> <p>Other vulnerable staff - to continue remote teaching where possible/on furlough</p> <p>Guidance for staff on wellbeing support including bereavement, shielding and isolation to reduce uncertainty,</p> <p>Regular check ins and wellbeing support to staff either at home or those at workers.</p>	<p>Continue reviewing government guidance and amend where necessary</p>	<p>H</p>
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<p>18. Training and understanding of infection control and social distancing measures</p>		<p>Ensure staff have been trained in infection control and have read and understand procedures on social distancing.</p>	<p>Review government advice regularly</p> <p>Ensure all new staff are trained.</p>	<p>L</p>
<p>19. Staff travelling to and from work</p> <p>Staff holidays</p> <p>Not possible to drive to school due to no onsite parking/parking near school</p>		<p>Follow government guidance on public travel. Staff are encouraged to cycle or walk to work and avoid using the tube if possible.</p> <p>Amended work entry and hours following guidance as some staff will need to use public transport.</p> <p>Washing hands on entry and exit.</p> <p>Staff to discuss planned holidays and follow government guidance on travelling and isolation.</p>	<p>Continue reviewing following government guidance and review current measures of procedures.</p> <p>Review travelling guidance.</p>	<p>H</p>

Service Users

<p>20. Drop off and collection time and access to building for parents / carers</p>		<p>Follow guidance from government</p> <p>All parents to adopt social distance measures.</p> <p>Parents not to enter the building, children to enter the school on their own met by their teacher or teaching assistant with the exception of Little EIFA.</p> <p>Washing hands and hand sanitising stations available at each door. Children wash their hands on arrival.</p> <p>Parents should be encouraged to ensure they do not leave travel accessories including buggies, car seats, scooters in the setting premises, but rather in external buggy areas if necessary. (The garage in the mews)</p>	<p>Review procedures following government advice.</p>	<p>H</p>
<p>21. Visitors – new potential families wanting to view setting</p>		<p>We will limit the number of visitors to the site, where possible. If it is not, visitors will have guidance on physical distancing and hygiene explained to them on or before arrival. Visits will happen outside of school hours wherever possible. We will keep a record of all visitors.</p> <p>Visits in person with Head by appointment only.</p> <p>Social distancing measures in place throughout the visit.</p> <p>All visitors wear masks and wash their hands, on arrival.</p>	<p>Continue following government advice and reviewing procedures.</p>	<p>H</p>

22. EAL/FLE parents – communication of procedures and understanding.		Ensure communication and documentation regarding procedures is shared effectively. Regular communication with parents.	Continue following government advice and reviewing procedures	L
Operational				
23. Access to building – Deliveries, cleaning services, waste services.		Follow government advice One access point and drop of point where possible. Only necessary maintenance carried out by external contractors e.g., yearly gas service or emergencies	Continue to review procedures following guidance from for government	L/M
24. Deliveries and post		One entry and no contact deliveries where possible Cleaning / wiping off items. Washing hands after contact	Continue to review procedures following guidance from the government.	L
25. Keeping everyone informed of risk assessments and updates to procedures. Posters and documentation to be displayed		Keeping up to date with government updates and procedures. Update displayed documents on review Share information, regular emails and updates to everyone.	Continue to review documents and update documents and display as needed.	M

Remote Learning Policy

1. Aims

This remote learning policy aims to:

- Ensure consistency in the School's approach to remote learning
- Set out expectations for all members of the School community with regards to remote learning
- Provide appropriate guidelines for GDPR
- Reduce disruption to students' education and the delivery of the curriculum, so that every pupil has access to high quality learning resources
- To promote E-Safety
- Ensure that safeguarding measures are maintained during remote learning
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to support emotional, social and health wellbeing during periods of remote learning.

2. Roles and responsibilities

2.1 The Head of School is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning
- Ensuring that the School has the resources necessary to action the procedures in this policy
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils
- Arranging any additional training staff that may be required, to support pupils during the period of remote learning
- Conducting reviews of the remote learning arrangements to ensure pupils' education does not suffer.

2.2 The Health and Safety Lead is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Head of School
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning
- 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.

2.3 The Data Protection Officer is responsible for:

- Overseeing that all School-owned electronic devices used for remote learning have adequate anti-virus software and malware protection
- 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 learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.4 The Designated Safeguarding Leads (DSL or DSLs) are responsible for:

- Liaising with the ICT providers to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period
- Identifying vulnerable pupils who may be at risk if they are learning remotely
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Head of School 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.

2.5 Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Reporting any health and safety incidents to the Health and Safety Lead and asking for guidance as appropriate
- Reporting any safeguarding incidents to a DSLs and asking for guidance as appropriate.
- 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 learning, to the Head of School or a member of the Senior Management Team (SMT)
- Reporting any defects on School-owned equipment used for remote learning to IT Services.

2.6 Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Ensuring their child is appropriately dressed for attending remote sessions
- Ensuring their child is available to learn remotely at the times scheduled by the School
- Reporting any technical issues to the School as soon as possible
- Ensuring that their child always has access to remote learning material during the times set out
- Reporting any absence before the session has begun
- Ensuring their child uses the equipment and technology used for remote learning as intended
- Ensuring there are appropriate internet security systems e.g firewalls, in place for safe home internet use
- Adhering to the set rules by EIFA International School.

2.7 Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Ensuring they are available to learn remotely at the times scheduled by the School
- Reporting any technical issues to their teacher as soon as possible
- Ensuring they have access to remote learning 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 Schoolwork they have been set
- Ensuring they use any equipment and technology for remote learning as intended
- Adhering to the Behaviour Policy at all times.

2.8 When providing remote learning, teachers must be available between 8.15am and 5.00pm. 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.

Teachers are also responsible for:

- Setting work
- Checking who they need to provide work for, including if they may need to cover for other classes
- Ensuring they provide the appropriate amount of work
- Coordinating with other Teachers and the Head of Teaching and Learning to ensure consistency across the year/subject
- Providing feedback on work
- Handling any complaints and making sure they are passed on to the relevant line manager
- Asking all students to abide in the correct manner when being taught remotely. Enforce this via the Behaviour Policy
- Attending virtual meetings
- Wearing appropriate clothing
- Liaising with teaching assistants with regards to subject content.

2.9 Teaching assistants must be available between 8.15am and 5.00pm. 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.

Teaching assistants are responsible for:

- Wearing appropriate clothing
- Liaising with teachers with regards to any questions about subject content.

2.10 Alongside their teaching responsibilities, Cycle Coordinators are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with Teachers to make sure work set is appropriate and consistent
- Working with senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the work set by teachers— explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject.

2.11 Alongside any teaching responsibilities, Senior leaders are responsible for:

- Coordinating the remote learning approach across the School
- Monitoring the effectiveness of remote learning through regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

3. Who to contact

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

- Issues in setting work – talk to the relevant member of SLT
- Issues with behaviour – talk to the relevant line manager
- Issues with IT – talk to IT services
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the Data Protection Officer
- Concerns about safeguarding – talk to a DSL.

4. Data protection

- 4.1 This section of the policy will be enacted in conjunction with the School's Data Protection Policy.
- 4.2 Staff members will be responsible for adhering to GDPR principles when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- 4.3 Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- 4.4 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.
- 4.6 All contact details will be stored in line with the Data Protection Policy
- 4.7 Any breach of confidentiality will be dealt with in accordance with the School's Data Protection Policy
- 4.8 Any intentional breach of confidentiality will be dealt with in accordance with the School's Data Protection Policy.

5. Online Safety

- 5.1 This section of the policy will be enacted in conjunction with the School's E Safety Policy.
- 5.2 Where possible, all interactions will be textual and public.
- 5.3 All staff and pupils using video communication must:
 - Communicate in groups – one-to-one sessions may take place if there is an appropriate adult supervising at home
 - Wear suitable clothing – this includes others in their household
 - 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, where possible, to avoid disruption to lessons
 - Always remain aware that they are visible.
- 5.5 Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.
- 5.6 The School will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

- 5.7 The School will ensure that all School-owned equipment and technology used for remote learning has suitable anti-virus software where appropriate installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 5.8 The School will communicate to parents via letter, email or telephone 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.
- 5.9 During the period of remote learning, 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 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.
- 5.10 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.

6. Marking

6.1 All Schoolwork set through remote learning must be:

- Complete when returned to the relevant member of teaching staff
- Completed to the best of the pupil's ability
- The pupil's own work
- Marked in line with the appropriate criteria for the work
- Marked, by an agreed date (including feedback).

6.2 The School expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning.

6.3 Pupils are accountable for the completion of their own Schoolwork – teaching staff will contact parents via email or telephone if their child is not completing their Schoolwork or their standard of work has noticeably declined.

6.4 Work that cannot be completed for genuine reasons will be completed when the pupil returns to School.

6.5 Teaching staff will monitor the academic progress of pupils and discuss additional support or provision with the teaching and learning lead as soon as possible.

7. Resources

7.1 For the purpose of providing remote learning, the School may make use of a range of resources including (but not limited to):

- Work booklets
- Email
- Past and mock exam papers
- Online learning portals
- Educational websites
- Reading tasks
- Live webinars
- Pre-recorded video or audio lessons

- 7.2 Teachers will review the DfE's list of online education resources and resources provided by AEFÉ/French Ministry of Education and utilise these tools as necessary, in addition to existing resources.
- 7.3 Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- 7.4 Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical – where this is not practical, the School will ensure pupils can catch up on these areas of the curriculum when they return to School.
- 7.5 Teaching staff will liaise with the Teaching and Learning Lead and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- 7.6 Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- 7.7 Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the School agrees to provide or loan equipment, e.g. laptops or ipads.
- 7.8 Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
- 7.9 Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with section 7 of this policy.
- 7.10 The arrangements for any 'live' classes, e.g. webinars, will be communicated via email or telephone no later than one day before the allotted time and kept to a reasonable length of no more than one hour per session.
- 7.11 The IT Services are not responsible for providing technical support for equipment that is not owned by the School.

8. Safeguarding

- 8.1 This section of the policy will be enacted in conjunction with the School's Safeguarding & Child Protection Policy.
- 8.2 A DSL 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 learning.
- 8.3 A DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- 8.4 Phone calls made to vulnerable pupils will be made using School phones where possible.
- 8.5 A DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, arranged where required.
- 8.6 All contact with vulnerable pupils will be reported to a DSL.
- 8.7 A DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- 8.8 Vulnerable pupils will be provided with a means of contacting a DSL or any other relevant member of staff – this arrangement will be set up by a DSL prior to the period of remote learning.
- 8.9 A DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- 8.10 All members of staff will report any safeguarding concerns to a DSL immediately.
- 8.11 Pupils and their parents will be encouraged to contact a DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

November 2020

E-SAFETY/ONLINE SAFETY POLICY

1. Aims

Our School aims to:

- Have robust processes in place to ensure the online safety of pupils and staff, volunteers
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole School community in its use of technology
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for Schools on:

- [Teaching online safety in Schools](#)
- [Preventing and tackling bullying and cyber-bullying: advice for headteachers and School staff](#)
- [Searching, screening and confiscation](#)

It also refers to the Department's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

3. Roles and responsibilities

3.1 The Board of Directors

The Board of Directors has overall responsibility for monitoring this policy and holding the Head of School to account for its implementation.

The Board of Directors will:

- Ensure that they have read and understand this policy
- Agree and adhere to the terms on acceptable use of the School's ICT systems and the internet (appendix 3)

3.2 The Head of School

The Head of School is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the School.

3.3 The Designated Safeguarding Leads (DSL or DSLs)

Details of the School's Designated Safeguarding Leads are set out in our child protection and safeguarding policy. The DSLs take lead responsibility for online safety in School, in particular:

- Supporting the Head of School in ensuring that staff understand this policy and that it is being implemented consistently throughout the School
- Working with the Head of School and other staff, as necessary, to address any online safety issues or incidents
- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the School behaviour policy
- Updating and delivering staff training on online safety (appendix 4 contains a self-audit for staff on online safety training needs)
- Liaising with other agencies and/or external services if necessary
- Providing reports on online safety in School

This list is not intended to be exhaustive.

3.4 The Senior Management Team

The Senior Management Team are responsible for:

- Putting in place appropriate filtering and monitoring systems, which are updated on a regular basis and keep pupils safe from potentially harmful and inappropriate content and contact online while at School, including terrorist and extremist material
- Ensuring that the School's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- Conducting a full security check and monitoring the School's ICT systems
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- Ensuring that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the School behaviour policy

This list is not intended to be exhaustive.

3.5 All Staff and Volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy
- Implementing this policy consistently
- Agreeing and adhering to the terms on acceptable use of the School's ICT systems and the internet (appendix 3), and ensuring that pupils follow the School's terms on acceptable use (appendices 1 and 2)
- Working with the DSLs to ensure that any online safety incidents are logged (see appendix 5) and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the School behaviour policy

This list is not intended to be exhaustive.

3.6 Parents

Parents are expected to:

- Notify a member of staff or the headteacher of any concerns or queries regarding this policy
- Ensure their child has understood and agreed to the terms on acceptable use of the School's ICT systems and internet (appendices 1 and 2)

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- What are the issues? - [UK Safer Internet Centre](#)
- Hot topics - [Childnet International](#)
- Parent factsheet - [Childnet International](#)

3.7 Visitors and members of the community

Visitors and members of the community who use the School's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 3).

4. Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum:

From September 2020 all Schools will have to teach:

- [Relationships education and health education](#) in primary Schools
- [Relationships and sex education and health education](#) in secondary Schools

In Key Stage 1, pupils will be taught to:

- Use technology safely and respectfully, keeping personal information private
- Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils in Key Stage 2 will be taught to:

- Use technology safely, respectfully and responsibly
- Recognise acceptable and unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

By the end of primary School, pupils will know:

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- How information and data is shared and used online
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

In Key Stage 3, pupils will be taught to:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- Recognise inappropriate content, contact and conduct, and know how to report concerns

Pupils in Key Stage 4 will be taught:

- To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
- How to report a range of concerns

By the end of secondary School, they will know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours

The safe use of social media and the internet will also be covered in other subjects where relevant.

The School will raise pupils' awareness of the dangers that can be encountered online and may also invite speakers to talk to pupils about this.

5. Educating parents about online safety

The School will raise parents' awareness of internet safety in letters or other communications home, and in information via our website or virtual learning environments. This policy will also be shared with parents.

Online safety will also be covered during parents' evenings.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the headteacher and/or the DSL.

Concerns or queries about this policy can be raised with any member of staff or the headteacher.

6. Cyber-bullying

6.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the School behaviour policy.)

6.2 Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The School will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Teachers will discuss cyber-bullying with their tutor groups, and the issue will be addressed in assemblies.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

In relation to a specific incident of cyber-bullying, the School will follow the processes set out in the School behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the School will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

6.3 Examining electronic devices

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' personal electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the School rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- Delete that material, or
- Retain it as evidence (of a criminal offence or a breach of School discipline), and/or
- Report it to the police

Any searching of pupils will be carried out in line with the DfE's latest guidance on [screening, searching and confiscation](#). Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the School complaints procedure.

7. Acceptable use of the internet in School

All pupils, parents, staff, volunteers and members of the Board of Directors are expected to sign an agreement regarding the acceptable use of the School's ICT systems and the internet (appendices 1-3). Visitors will be expected to read and agree to the School's terms on acceptable use if relevant.

Use of the School's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers and visitors (where relevant) to ensure they comply with the above.

More information is set out in the acceptable use agreements in appendices 1, 2 and 3.

8. Pupils using mobile devices in School

Pupils may bring mobile devices into School from Year 7, but are not permitted to use them during:

- Lessons
- Tutor group time
- Clubs before or after School, or any other activities organised by the School

Any use of mobile devices in School by pupils must be in line with the acceptable use agreement (see appendices 1 and 2).

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the School behaviour policy, which may result in the confiscation of their device.

9. Staff using work devices outside School

Staff members using a work device outside School must not install any unauthorised software on the device and must not use the device in any way which would violate the School's terms of acceptable use, as set out in appendix 3.

Staff must ensure that their work device is secure and password-protected, and that they do not share their password with others. They must take all reasonable steps to ensure the security of their work device when using it outside School. Any USB devices containing data relating to the School must be encrypted.

If staff have any concerns over the security of their device, they must seek advice from IT Services. Work devices must be used solely for work activities.

10. How the School will respond to issues of misuse

Where a pupil misuses the School's ICT systems or internet, we will follow the procedures set out in our policies on behaviour and ICT and internet acceptable use. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the School's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures/staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The School will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

11. Training

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

The DSLs will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Volunteers will receive appropriate training and updates, if applicable.

More information about safeguarding training is set out in our child protection and safeguarding policy.

12. Monitoring arrangements

The DSLs' log behaviour and safeguarding issues related to online safety. An incident report log can be found in appendix 5.

13. Links with other policies

This online safety policy is linked to our:

- Child protection and safeguarding policy
- Behaviour policy
- Staff disciplinary procedures
- Data protection policy and privacy notices
- Complaints procedure
- ICT and internet acceptable use policy

Appendix 1: Acceptable Use Agreement

(Currently under review)

Appendix 2: online safety training needs – self audit for staff

ONLINE SAFETY TRAINING NEEDS AUDIT	
Name of staff member/volunteer:	Date:
Question	Yes/No (add comments if necessary)
Do you know the name of the person who has lead responsibility for online safety in School?	
Do you know what you must do if a pupil approaches you with a concern or issue?	
Are you familiar with the School's acceptable use agreement for staff, volunteers, members of the Board and visitors?	
Are you familiar with the School's acceptable use agreement for pupils and parents?	
Do you regularly change your password for accessing the School's ICT systems?	
Are you familiar with the School's approach to tackling cyber-bullying?	
Are there any areas of online safety in which you would like training/further training?	

Appendix 3: online safety incident report log

ONLINE SAFETY INCIDENT LOG				
Date	Where the incident took place	Description of the incident	Action taken	Name and signature of staff member recording the incident