

ONLINE SAFETY POLICY & PROCEDURES – **COVID-19 ADDENDUM**

Stanton-in-Peak C of E Primary School

This Addendum must be read in conjunction with our Online Safety Policy.



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1.1 Introduction

This addendum has been created following the move to online home education due to the closure of primary schools in the COVID-19 pandemic. It has been written in accordance with DfE guidance for schools during the coronavirus outbreak.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

It is an addendum to the School's Online Safety Policy and procedures and must be read in conjunction with the Online Safety Policy, Whole School Behaviour Policy and (for staff and other adults) the Code of Conduct for Staff and Other Adults. The school's Online Safety Policy along with this Addendum must be available on request and must be read and understood by all those individuals involved in providing remote education children and young people in the school. All staff have a responsibility to be aware of systems within their school which support safeguarding and any temporary amendment to these will be explained to them by senior managers. This includes the school's Child Protection Policy and procedures, the school Code of Conduct or Staff Behaviour Policy, the Online Safety Policy and the associated Acceptable Use Agreements.

1.2 Context

From 05 January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the Covid-19 response and for other eligible children. Despite the changes, our Online Safety Policy is fundamentally the same with this addendum setting out some of the adjustments we are making in line with the altered arrangements and following advice from government and local agencies. This Addendum will be reviewed regularly as the nature of the pandemic and local or national responses that involve remote education, or government guidance on how we should operate significantly changes. Once adopted, this Addendum may be referred to in any disciplinary proceedings following unacceptable action by staff or other adults.

2.1 Online Safety and Remote Education

Education for pupils has moved substantially online for all of our pupils. Our Policies, procedures and supporting documents like our Home School Agreement have been reviewed to ensure they reflect how we are managing remote education and that they remain appropriate and useful for keeping people safe online during the duration of the pandemic.

During the duration of the remote learning we will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

When teaching pupils remotely, we will:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support. We will avoid an over-reliance on long-term projects or internet research activities.

The main issues identified in remote education is:

- Equality of access to delivering and receiving remote education (looking at infrastructure, devices, and technical knowledge in homes and how any SEND or home circumstances might affect access)
- The safeguarding of staff, pupils and others affected by remote education (looking at safe use of technology, safe teaching/learning environments, and safe behaviour especially regarding privacy and security).

These issues are addressed below.

2.2 Equality of access to remote education

We participated in the DfE Laptops for Disadvantaged Children Programme, and have distributed laptops to those pupils who requested one.

Before distributing devices, we will ensure:

- They are set up to access remote education.
- Parents have access to information to ensure appropriate safeguarding controls and support are in place to help children and families use devices safely.
- Parents have signed a Home School Loan Agreement and the responsibility and conditions are clear including information on who owns the devices, responsibilities of borrowers, how we deal with loss, theft or damage, and repair or replacement arrangements for faulty devices under warranty.
- Connectivity support available for disadvantaged children through free BT wifi hotspots and increased mobile data allowances.
- DfE online education resources for home learning, and other online activities and resources to support remote education.
- DfE Coronavirus (COVID-19): support for parents and carers to keep children safe online when setting up and using technology for remote learning. Advice to be sent via letter and available on the school website.
- Google Classroom: During periods of remote education we will rely on teaching resources recommended by the government, professional associations and other specialists in education.

2.3 Safeguarding during remote education

We recognise the additional risks to pupils associated with being online more than before the pandemic. We also recognise additional risks for staff, especially those facilitating remote learning via video links that may impact other people in their household or community as well. As set out in the Coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance, online education should follow the same principles set out in our staff code of conduct. We will follow relevant government safeguarding guidelines and make use of recommended technical tools and guides to help us deliver remote education safely.

All participants of online education including: staff, pupils, the adults supporting them are expected to, in accordance with the Home School Online Agreement, to:

2.4 Check security and privacy settings:

- Adjust privacy and safety settings on all devices, in apps and other online places to control what personal data is shared.
- Review the security settings on 'smart' devices and change any default, weak or guessable passwords
- Set up two-factor authentication if devices are capable or available. This is a free security feature to stop unwanted people getting into accounts. Users receive a text or code when they log in to check they are who they say they are.
- Regularly update devices or apps used for school or work. Using the latest version of software and apps can immediately improve security.
- Think about physical privacy when appearing live online e.g. the appropriate adult supervision of children at home, appropriate clothing, distractions like noise and interruptions, what other people nearby can hear.

3.1 Act regarding unsuitable content

- Prevent unwanted content from appearing i.e. set filters and parental controls on home broadband and mobile networks and not disable or bypass them (the UK Safer Internet Centre has advice on how).
- Block unsuitable contact (with support as necessary)
- Report harmful activity, to the website, platform or app, a trusted adult and the Designated Safeguarding Lead. Report Harmful Content to Safer Internet UK if not satisfied with the result of a report to a service provider

3.2 Protect against fraud

- Beware of fraud and scams online including Covid-19 related phishing emails and text messages and use appropriate cyber security and "stop, challenge, protect" information to avoid becoming a victim.
- Forward suspicious emails to report@phishing.gov.uk, a service run by the National Cyber Security Centre (NCSC) Suspicious Email Reporting Service to get them removed automatically if they fail NCSC validity tests.
- Never give out personal information to websites or in response to emails/text messages not recognised or trusted
- Report being scammed, defrauded or experiencing cyber-crime to Action Fraud, the UK's national reporting centre.

3.3 Check the Facts

Use the SHARE checklist (<https://sharechecklist.gov.uk>) to make sure they are not contributing to the spread of harmful content e.g.

- **S**ource - make sure information comes from a trusted source
- **H**eadline - always read beyond the headline (use the NewsGuard free tool to help identify fake news).
- **A**nalyse - check the facts (use the Ofcom Cutting Through the COVID-19 Confusion webpages, check claims about COVID-19 at Full Fact and find reliable information from www.gov.uk/coronavirus).
- **R**etouched - does the image or video look as though it has been doctored?
- **E**rror - look out for bad grammar and spelling

Parents and carers will be given guidance on supporting their child's mental health and wellbeing during COVID-19 as well as screen time advice from the Chief Medical Officer. We will also provide practical guidance on making the home environment a good and safe one to learn in with a sensitive appreciation for people's different home circumstances and what is reasonable. Staff are also expected to:

- Provide information about their temporary home working environment insofar as it might impact on their physical health, or the safeguarding of learners or their own household.
- Act appropriately on feedback and use any necessary online or cyber tools provided.
- Provide information about the technology they use at home to get online i.e. to ensure compatibility with school systems, especially cyber security measures involved in accessing sensitive data like medical, behaviour or performance information on school servers remotely.
- Implement relevant guidance on safe teaching and pastoral care from their home e.g. what is in the background of recorded or live streams, what is visible on shared screens, what can be heard by others in a household etc.
- Pay special attention to how they protect personal data at home

3.4 Keep talking about staying safe online

Which we can do by:

- Ensuring staff have the tools to promote a healthy balance between the positive and negative aspects of life online.
- Signposting parents and carers to tools to explain and reduce risks, and help them talk to their child (e.g. UKCIS guidance on minimising children's exposure to risks; Childnet International's conversation starters and specific guidance on under 5s; Ditch the Label teacher resources that can be helpful for parents to discuss cyberbullying; the government's helpful advice; and where there are concerns about specific serious harms, the guidance on how to protect your child from child sexual abuse online, 'sexting' or radicalising, pornographic or suicide content).
- Reiterating behaviour expectations and ways to handle and report problems, especially encouraging children to speak to a trusted adult if they come across content online that makes them uncomfortable.
- Supporting critical thinking and promoting resources like Parent Zone's guide and Childnet's advice and top tips which provide ways parents and carers can help their child develop these skills.

All links can be found on the school website.

4 Educational use of Videoconferencing and/or Webcams

We recognise that videoconferencing and use of webcams can be a challenging activity but brings a wide range of learning benefits.

- All videoconferencing and webcam equipment will be switched off when not in use and will not be set to auto-answer.
- Video conferencing equipment connected to the educational broadband network will use the national E.164 numbering system and display their H.323 ID name; external IP addresses will not be made available to other sites.
- Videoconferencing contact details will not be posted publicly, just on the secure Google Classroom learning platform.
- Videoconferencing equipment will not be taken off the premises without prior permission from the DSL.
- Staff will ensure that external videoconferencing opportunities and/or tools are suitably risk assessed and will ensure that accounts and systems used to access these events are safe and secure.
- Video conferencing equipment and webcams will be kept securely and, if necessary, locked away or disabled when not in use.

Users

- Learners will ask permission from an adult before making or answering a videoconference call or message.
- Videoconferencing will be supervised appropriately, according to the learner's age and ability.
- Video conferencing will take place via official and approved communication channels.
- Only key administrators will be given access to videoconferencing administration areas or remote-control pages.
- The unique log on and password details for the videoconferencing services will only be issued to members of staff and should be kept securely, to prevent unauthorised access.
- Where possible, two members of staff will be present on video calls / zoom / meets.

Content

- When recording a videoconference lesson, it should be made clear to all parties at the start of the conference the reason for the recording must be given and recorded material will be stored securely.
- If third party materials are included, we will check that recording is permitted to avoid infringing the third-party intellectual property rights.
- We will establish dialogue with other conference participants before taking part in a videoconference; if it is a non-educational site, staff will check that the material they are delivering is appropriate for the learners.

5. Management of Learning Platforms (Google Classroom)

- Stanton-in-Peak Church of England Primary School uses Google Classroom as its official learning platform.
- Leaders and staff will regularly monitor the usage of the Learning Platform (LP), including message/communication tools and publishing facilities.
- Only current members of staff, learners and parents will have access to the LP.
- When staff and/or learners leave the setting, their account will be disabled or transferred to their new establishment.
- Learners and staff will be advised about acceptable conduct and use when using the LP.
- All users will be mindful of copyright and will only upload appropriate content onto the LP.
- Any concerns about content on the LP will be recorded and dealt with in the following ways:
 - The user will be asked to remove any material deemed to be inappropriate or offensive.

o If the user does not comply, the material will be removed by the site administrator. Access to the LP for the user may be suspended. The user will need to discuss the issues with a member of leadership before reinstatement. A learner's parents/carers may be informed.

o If the content is illegal, we will respond in line with existing child protection procedures.

- Learners may require editorial approval from a member of staff. This may be given to the learner to fulfil a specific aim and may have a limited time frame.
- A visitor may be invited onto the LP by a member of the leadership; in this instance, there may be an agreed focus or a limited time slot.