**Addition to the school’s usual safeguarding policies – to be used during periods of National or Local Lock Down including closure of in house Prides.**



**Temporary Policy Addendum:**

COVID-19 school closure arrangements for Safeguarding and Child Protection

This Policy addendum is effective from 4th January 2021 – 22nd February 2021

Randal Cremer: Randal Cremer Primary School

Policy owner: Jo Riley

Date: 21st January 2021

Date shared with staff: 22nd January 2021

#

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**Key contacts**

Remain as per the School Safeguarding Policy:

# Context

On 4th January 2021 all school age 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 - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Vulnerable children and young people include those who:

* are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
* have an education, health and care (EHC) plan;
* have been identified as otherwise vulnerable by educational providers or local authorities (including children’s social care services), and who could therefore benefit from continued full-time attendance, this might include:
	+ children and young people on the edge of receiving support from children’s social care services or in the process of being referred to children’s services
	+ adopted children or children on a special guardianship order
	+ those living in temporary accommodation
	+ those who are young carers
	+ those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
	+ others at the provider and local authority’s discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Eligibility for free school meals in and of itself is not a determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children’s social care support.

Randal Cremer will continue to work with and support children’s social workers to help protect vulnerable children. This includes working with and supporting children’s social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Jo Riley

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Randal Cremer will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Randal Cremer or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Randal Cremer will encourage our vulnerable children and young people to attend a school, including remotely if needed.

# Critical workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections.

# Attendance monitoring

In mainstream schools, all primary-age pupils who are not expected to be in school during the weeks commencing 4 and 11 January, should be recorded as 'code X'.

**On-Site Provision**

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Shielding advice is currently in place in all areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

Randal Cremer and social workers will agree with parents/carers whether children in need should be attending school – Randal Cremer will then follow up on any pupil that they were expecting to attend, who does not.

Randal Cremer will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Phone calls will be made to the parents/carers in these circumstances.

To support the above, Randal Cremer will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Randal Cremer will notify their social worker.

**Remote Provision:**

If children are unable to attend remote learning because they are unwell – parents should inform school in the usual way.

Teachers will take the register through a google form at 9am and 1pm.

If a child fails to sign in for more that 2 days – that class teacher will attempt to contact the parents.

If there is no response the class teacher will notify the DSL either through CPOMs or through an email.

The DSL will then also contact parents to establish any barriers to engagement, additional support that might be needed and whether this needs to be escalated to children’s safe guarding team.

# Designated Safeguarding Lead

Designated Safeguarding Lead Jo Riley

Deputy DSL Morna Day

 Nicola Prior

EYFS DSL Duygu Bingul

Wraparound Child-Care Kathy Ahmed.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and 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 or college.

All staff and volunteers will have access to a trained DSL (or deputy).

The DSL or Deputy DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

# Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. This must be logged by 4pm on the day the concern is raised.

If a concern is raised out of hours, the staff member should report the concern on CPOMS and alert Jo Riley (DSL) using the contacts outlined in the school safeguarding policy. If a response is not received, you must continue to exhaust all contacts in the key contact section of the school child protection policy.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should use a yellow form to report the concern to the headteacher.

If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally over the phone and followed up with an email to the head teacher to confirm the discussion.

Concerns around the Headteacher should be directed to the Chair of Governors – Kate Kardooni Katieblcfc@hotmail.com.

# Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter RANDAL CREMER, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children’s workforce setting to our school, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

* the individual has been subject to an enhanced DBS and children’s barred list check
* there are no known concerns about the individual’s suitability to work with children
* there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting’s child protection policy, confirmation of local processes and confirmation of DSL arrangements.

#

# Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children.

When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

If staff are deployed from another education or children’s workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

* the individual has been subject to an enhanced DBS and children’s barred list check
* there are no known concerns about the individual’s suitability to work with children
* there is no ongoing disciplinary investigation relating to that individual

Should we at any point utilise volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Randal Cremer will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Randal Cremer will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA’s ‘Teacher misconduct advice for making a referral.

Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

As such, Randal Cremer will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

#

# Volunteers

It is currently not out intention to have any volunteers on site. Should this change when schools reopen more widely, the usual safety checks and clearances will be conducted.

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in Randal Cremer, will be in regulated activity. This means for example, that should the school need to begin administering COVID-19 tests using un-supervised volunteers, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

* by a person who is in regulated activity.
* regular and day to day; and
* reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

# Online safety in schools and colleges

Randal Cremer will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

# Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children’s social care and as required, the police.

Online teaching should follow the same principles as set out in the school’s code of conduct.

Randal Cremer will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider IF there are virtual lessons, especially where webcams are involved:

* Virtual lessons should be timetabled and both Morna or Jo should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.
* If carrying out any 1:1 interventions, the parent or guardian must also say hello to the member of staff and be present in the room for the duration. If possible, the meeting should be recorded and the parents informed that this is for safeguarding purposes.
* Staff and children must wear suitable clothing, as should anyone else in the household.
* Any computers used should be in appropriate areas, for example, not in bedrooms
* It is good practice to use a ‘background’ if possible or blur the background as much as possible. If this is not possible, try to use a neutral wall as a background for all live input.
* All live classes should be recorded so that if any issues were to arise, the video can be reviewed.
* Live classes should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.
* Language must be professional and appropriate, including any family members in the background.
* Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
* Staff should record, the length, time, date and attendance of any sessions held.
* All recordings will be stored in the Drive for 30 days before being deleted.
* The chat function can be used by children and staff to answer and ask questions. Class Teachers and SLT will monitor the chat and identify any inappropriate comments. Instances of any content will be screen shotted and shared with the parents/guardians via email.
* Google meets will be set up with a new code and the code sent out 10 minutes before the meeting is due to start.
* Children will be taught good manners and practice for on-line and live sessions including muting themselves and raising their virtual hand when they want to speak.
* Unsupervised meetings – we understand that children are missing social contact and free conversation away from adults. However, the school’s education platform is not the place for unsupervised peer to peer contact. There will be time at the start of each meeting for children to chat with their friends before formal lessons begin.

**See Appendix 1 for 20 Tips for safe on-line teaching**

# Supporting children not in school

Randal Cremer is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include remote contact and phone contact. While the infection rate of Covid 19 is so high no door step contact will be made except in the case of food hampers being delivered to families whose circumstances mean they cannot collect the hamper from school. Other individualised contact methods should be considered and recorded.

Randal Cremer and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

Randal Cremer recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Teachers at Randal Cremer need to be aware of this in setting expectations of pupils’ work where they are at home.

# Supporting children in school

Randal Cremer is committed to ensuring the safety and wellbeing of all its students.

Randal Cremer will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Randal Cremer will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Randal Cremer will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

**Staff Absence:**

Randal Cremer recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the school’s Covid Coordinator, The LA Covid Response Team and Public Health England when making decisions about the safe running of the school.

# Peer on Peer Abuse

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

# Support from Governing Board

The DSL and Link Governor for Safeguarding will meet virtually before the end of the Spring Half term to discuss and review any safe guarding concerns.

**Appendix 1**

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**Appendix 2 – Acceptable Use Policy for KS2**

# These statements can keep me and others safe & happy at school and home

1. ***I learn online*** – I use the school’s internet, devices and logons for schoolwork, homework and other activities to learn and have fun. All school devices and systems are monitored, including when I’m using them at home.
2. ***I learn even when I can’t go to school because of coronavirus*** – I don’t behave differently when I’m learning at home, so I don’t say or do things I wouldn’t do in the classroom or nor do teachers or tutors. If I get asked or told to do anything that I would find strange in school, I will tell another teacher.
3. ***I ask permission*** – At home or school, I only use the devices, apps, sites and games I am allowed to and when I am allowed to.
4. ***I am creative online*** – I don’t just spend time on apps, sites and games looking at things from other people. I get creative to learn and make things, and I remember my Digital 5 A Day.
5. ***I am a friend online*** – I won’t share or say anything that I know would upset another person or they wouldn’t want shared. If a friend is worried or needs help, I remind them to talk to an adult, or even do it for them.
6. ***I am a secure online learner*** – I keep my passwords to myself and reset them if anyone finds them out. Friends don’t share passwords!
7. ***I am careful what I click on*** – I don’t click on unexpected links or popups, and only download or install things when I know it is safe or has been agreed by trusted adults. Sometimes app add-ons can cost money, so it is important I always check.
8. ***I ask for help if I am scared or worried*** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
9. ***I know it’s not my fault if I see or someone sends me something bad*** – I won’t get in trouble, but I mustn’t share it. Instead, I will tell a trusted adult. If I make a mistake, I don’t try to hide it but ask for help.
10. ***I communicate and collaborate online*** – with people I already know and have met in real life or that a trusted adult knows about.
11. ***I know new online friends might not be who they say they are*** – I am careful when someone wants to be my friend. Unless I have met them face to face, I can’t be sure who they are.
12. ***I check with a parent/carer before I meet an online friend*** the first time; I never go alone.
13. ***I don’t do live videos (livestreams) on my own*** – and always check if it is allowed. I check with a trusted adult before I video chat with anybody for the first time.
14. ***I keep my body to myself online*** – I never get changed or show what’s under my clothes when using a device with a camera. I remember my body is mine and no-one should tell me what to do with it; I don’t send any photos or videos without checking with a trusted adult.
15. ***I say no online if I need to*** – I don’t have to do something just because someone dares or challenges me to do it, or to keep a secret. If I get asked anything that makes me worried, upset or just confused, I should say no, stop chatting and tell a trusted adult immediately.
16. ***I tell my parents/carers what I do online*** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I’m doing.
17. ***I follow age rules*** – 13+ games and apps aren’t good for me so I don’t use them – they may be scary, violent or unsuitable. 18+ games are not more difficult or skills but very unsuitable.
18. ***I am private online*** – I only give out private information if a trusted adult says it’s okay. This might be my address, phone number, location or anything else that could identify me or my family and friends; if I turn on my location, I will remember to turn it off again.
19. ***I am careful what I share and protect my online reputation*** – I know anything I do can be shared and might stay online forever (even on Snapchat or if I delete it).
20. ***I am a rule-follower online*** – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, block bullies and report bad behaviour, at home and at school.
21. ***I am not a bully*** – I do not post, make or share unkind, hurtful or rude messages/comments and if I see it happening, I will tell my trusted adults.
22. ***I am part of a community*** – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult and/or report it.
23. ***I respect people’s work*** – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
24. ***I am a researcher online*** – I use safe search tools approved by my trusted adults. I know I can’t believe everything I see online, know which sites to trust, and know how to double check information I find. If I am not sure I ask a trusted adult.

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**I have read and understood this agreement.**

**If I have any questions, I will speak to a trusted adult: at school that includes my teacher, the Learning Support Assistants or Jo or Morna.**

**Outside school, my trusted adults are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Appendix 3 – AUP KS1**

**My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| To stay **SAFE online and on my devices**, I follow the guidelines below: | **✓** |
| 1. I only **USE** devices or apps, sites or games if a trusted adult says so
 |  |
| 1. I **ASK** for help if I’m stuck or not sure
 |  |
| 1. I **TELL** a trusted adult if I’m upset, worried, scared or confused
 |  |
| 1. If I get a **FUNNY FEELING** in my tummy, I talk to an adult
 |  |
| 1. I look out for my **FRIENDS** and tell someone if they need help
 |  |
| 1. I **KNOW** people online aren’t always who they say they are
 |  |
| 1. Anything I do online can be shared and might stay online **FOREVER**
 |  |
| 1. I don’t keep **SECRET**S or do **DARES AND CHALLENGES** just because someone tells me I have to
 |  |
| 1. I don’t change **CLOTHES** or get undressed in front of a camera
 |  |
| 1. I always check before **SHARING** personal information
 |  |
| 1. I am **KIND** and polite to everyone
 |  |

**My trusted adults are:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at school**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at home**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# These statements can keep me and others safe & happy at school and home

**EYFS**

**My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| To stay **SAFE online and on my devices**, I follow the guidelines below: | **✓** |
| 1. I must have permission from my teacher or parent before using a computer or digital technology.
 |  |
| 1. I will only click on icons which I have been taught about and if I know what they do.
 |  |
| 1. I will tell a teacher, parent or trusted adult if I see something scary or I do not understand.
 |  |
| 1. I never tell anyone my full name, where I live or any thing else.
2. I only use the computer when my parents can see what I am doing.

**My trusted adults are:****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at school****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at home****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
|  |
|  |

**Appendix 4 – AUP Parents**

# Background

We ask all children, young people and adults involved in the life of Randal Cremer to sign an Acceptable Use\* Policy (AUP) to outline how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Your child has also signed an AUP at the beginning of September but we have updated it to take account of remote learning.

We tell your children that **they should not behave any differently when they are out of school or using their own device or home network.** What we tell pupils about behaviour and respect applies to all members of the school community, whether they are at home or school:

**“Treat yourself and others with respect at all times; treat people in the same way when you are online or on a device as you would face to face.”**

# Where can I find out more?

You can read our on-line safety policy on the school’s website at www.randalcremer.hackney.sch.uk for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc). If you have any questions about this AUP or our approach to online safety, please speak to Jo Riley.

# What am I agreeing to?

1. I understand that Randal Cremer Primary School uses technology as part of the daily life of the school when it is appropriate to support teaching & learning and the smooth running of the school, and to help prepare the children and young people in our care for their future lives.
2. I understand that the school takes every reasonable precaution to keep pupils safe and to prevent pupils from accessing inappropriate materials, including behaviour policies and agreements, physical and technical monitoring, education and support and web filtering. However, the school cannot be held responsible for the nature and content of materials accessed through the internet and mobile technologies, which can sometimes be upsetting.
3. I understand that internet and device use in school, and use of school-owned devices, networks and cloud platforms out of school may be subject to filtering and monitoring. These should be used in the same manner as when in school, **including during any remote learning periods.**
4. I will promote positive online safety and model safe, responsible and positive behaviours in my own use of technology, including on social media: not sharing other’s images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
5. The impact of social media use is often felt strongly in schools, which is why we expect certain behaviours from pupils when using social media. I will support the school’s social media policy and not encourage my child to join any platform where they are below the minimum age.
6. I will follow the school’s digital images and video policy, which outlines when I can capture and/or share images/videos. I will not share images of other people’s children on social media and understand that there may be cultural or legal reasons why this would be inappropriate or even dangerous. The school sometimes uses images/video of my child for internal purposes such as recording attainment, but it will only do so publicly if I have given my consent on the relevant form.
7. I understand that for my child to grow up safe online, s/he will need positive input from school and home, so I will talk to my child about online safety.
8. **I understand that my child needs a safe and appropriate place to do remote learning if school or bubbles are closed (similar to regular online homework). When on any video calls with school, it would be better not to be in a bedroom but where this is unavoidable, my child will be fully dressed and not in bed, and the camera angle will point away from beds/bedding/personal information etc. Where it is possible to blur or change the background, I will help my child to do so.**
9. **If my child has online tuition for catchup after lockdown or in general, I will undertake necessary checks where I have arranged this privately to ensure they are registered/safe and reliable, and for any tuition remain in the room where possible, and ensure my child knows that tutors should not arrange new sessions or online chats directly with them**.
10. I understand that whilst home networks are much less secure than school ones, I can apply child safety settings to my home internet. Internet Matters provides guides to help parents do this easily for all the main internet service providers in the UK. There are also child-safe search engines e.g. swiggle.org.uk and YouTube Kids is an alternative to YouTube with age appropriate content.
11. I understand that it can be hard to stop using technology sometimes, and I will talk about this to my children, and refer to the principles of the Digital 5 A Day: [childrenscommissioner.gov.uk/our-work/digital/5-a-day/](https://www.childrenscommissioner.gov.uk/our-work/digital/5-a-day/)
12. I understand and support the commitments made by my child in the Acceptable Use Policy (AUP) which s/he has signed, and which can be seen here [ insert link ], and I understand that s/he will be subject to sanctions if s/he does not follow these rules.
13. I can find out more about online safety at [name of school ] by reading the full Online Safety Policy here [ insert link ] and can talk to [ insert specific names or roles, e.g. form tutor, class teacher, etc ] if I have any concerns about my child/ren’s use of technology, or about that of others in the community, or if I have questions about online safety or technology use in school.

**~~~~~~~~~~~~~~~~~~~~~**

**I/we have read, understood and agreed to this policy.**

**Signature/s: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name/s of parent / guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent / guardian of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please note that parents may also be interested in the school’s approach to the following matters, which are all covered as sections within the overall school Online Safety Policy: Roles and responsibilities of members of the school community

* Education and curriculum
* Handling online-safety concerns and incidents
* Actions where there are concerns about a child
	+ Sexting and upskirting
	+ Bullying
	+ Sexual violence and harassment
	+ Misuse of school technology (devices, systems, networks or platforms)
	+ Social media incidents
* Data protection and data security
* Appropriate filtering and monitoring
* Electronic communications
* Email
* School website
* Cloud platforms
* Digital images and video
* Social media
* Device usage