



Alleyne's School
Policies & Procedures

Education Continuity Policy

Name of Policy	Education Continuity Policy
ISSR	N/A
Reviewed by	SMT
Author/SMT	Mr S Madden, Senior Deputy Head
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Date of next school review	September 2025

Policy Overview

This policy applies to pupils and staff.

In the event of any situation which forces the physical closure of the Alleyne's School site to all pupils and staff, and the normal structure of face-to-face teaching is not possible, the following plan is designed to ensure continuity of education.

Introduction

A rapid switch from our normal and in-person learning environment to a 100% online learning environment may be necessary in exceptional circumstances. It should be noted that such a switch is highly likely to cause stress and anxiety for pupils, parents and staff members. Patience, generosity of spirit and a can-do attitude will be required by the whole community including pupils, staff, parents, governors and regulators.

As a school we will ensure that we retain a focus on all pupils, recognising that those in Years 11 and 13 (who are preparing for public examinations) might require different support and provision to those pupils in Years 10 and 12 (who are part-way through public examination courses) and to those pupils in Years 7-9 (Key Stage 3).

We also understand that working parents, including teaching and administrative staff, may be required to manage the logistics of supervising children either while working from home or while working elsewhere. All members of the Alleyne's School community will do their utmost to provide the best service they can at this time. However, it will be important for us all to be flexible and patient when working online, if deadlines are missed, or mistakes made.

Contact

All staff must check their email before 08.10 each day from Monday to Friday, and pupils must join their Form Team Meeting for Registration by 8.30. Parents can contact the school as usual using the following channels and their enquiry will be directed accordingly. As a school we will remain in regular contact with staff, parents and pupils, with regular updates via Alleyn's Post on the status of the closure and online learning.

Reception: reception@alleyns.org.uk

IT Helpdesk: ithelpdesk@alleyns.org.uk

Senior Deputy Head: seniordeputyhead@alleyns.org.uk

Deputy Head, Academic: deputyheadacademic@alleyns.org.uk

How will we deliver an Alleyn's School education?

Lessons will continue according to the existing timetable, although timings will be adjusted to allow for breaks between lessons. As normal, it will include daily registration, assemblies and tutor and house meeting slots.

Always Alleyn's will operate via Microsoft Teams and the Hub.

We strongly recommend that staff and pupils download the Microsoft Teams desktop app. This will provide them with full functionality and a higher speed interface than the web version.

What sort of education will we deliver?

Teachers will plan activities that relate as closely as possible to current class content and skills. The activities will reinforce existing understanding or introduce new content as planned in regular schemes of work. While younger children in the Junior School may need more assistance with remote learning, parents will not be placed in the role of teacher and in the Senior School are not expected to be involved any more than through providing children with a WiFi-enabled workspace that is quiet, safe and free from distractions. Pupils will be able to carry out the tasks assigned by teachers independently, including accessing the material.

Teachers will continue to assess pupils' understanding in lessons as well as by written work, specifying where and when pupils will be expected to submit this work.

Lessons

Our online provision will mirror the normal on-site timetable. There will be an appropriate mix of online and offline tasks which will help to ensure that pupils are not in front of screens all day. Pupils in all classes will be able to ask questions and share ideas with teachers and other pupils via Teams lessons.

Lessons and tasks will be carefully structured for pupils to scaffold learning for all and there will be regular opportunities to complete optional extension (and enrichment) tasks so that pupils who work more quickly feel they are being challenged.

Flexibility and understanding will be shown to pupils who need more time to complete tasks, especially when working independently.

Given the intensity of online learning, and being mindful of screen time, there will be a 10-minute break between each lesson.

All pupils will receive regular feedback on work that they have been asked to submit. Feedback will take different forms, including whole class feedback, self-marking from answers provided by teachers and individual feedback.

In addition to the teacher who sets-up the Team, **all Teams** will have a joint owner. This will be a second member of staff, normally a line manager, who will from time-to-time conduct virtual learning walks to help ensure both quality of provision and that safeguarding protocols are being followed.

Learning Support

The Learning Support department will offer group sessions for pupils in all years, as well as maintaining blogs and forums/chats. Any pupil struggling with organising their work at home (whether they are on the register or not) can be referred by the Form Tutor to the Learning Support department for advice.

Pastoral Care

Maintaining pastoral care will be crucial during these challenging times. Tutors, Housemasters and other pastoral managers will continue to monitor and engage with the well-being of pupils, helping them to manage the new challenges that remote learning will bring. Encouraging pupils to continue to engage with peers beyond their immediate friendship groups, and to feel part of the Almeyn's community, will be vital. Regular contact by Tutors and Housemasters will be maintained. The School Counsellor will also continue to work remotely during this period.

Tutors

Tutors will work closely with Heads of Section, Heads of Year and Heads of House and will be responsible for monitoring pupils' personal and academic welfare and progress. Tutors will also monitor attendance, follow up absence, and ensure that pupils are in regular contact with the tutor and peer group.

If a pastoral concern arises, then it must be logged in CPOMS/iSAMS in the normal way. The relevant Head of Section may then contact you directly via phone or a Teams call for further discussion. If a Tutor has safeguarding concerns for a pupil, they will follow the normal guidelines and contact either the Designated Safeguarding Lead (DSL) or one of the Section Heads who are the Deputy Designated Safeguarding Leads (DDSL) to discuss the matter.

Heads of House

Heads of House will continue to take responsibility for all members of their House, overseeing welfare, general progress and behaviour. This will include ensuring the continuity of each pupil's individual development in conjunction with other appropriate members of staff. All Houses already have an established Team for their House so that pupils can easily communicate with the Housemaster and their peers.

Co-curriculum

There will be a daily co-curriculum slot from 4.00 – 5.00. During this time, pupils will be able to engage in a variety of activities that will bring them into contact with other pupils and staff. Pastoral staff will encourage pupils to get involved in these opportunities. (Lunchtimes – from 13.05-14.15 - will not include school activities to provide a screen break and accommodate family life and lunch etc.)

IT and E-Safety

All pupils and staff with must adhere to the relevant IT and E-Safety policies, in order that everyone keeps safe online. These will be sent to relevant groups as appropriate.

Pupils

Pupils must work in a WiFi-enabled workspace that is quiet, safe and free from distractions, and approved by their parent or guardian. Pupils will be expected to work positively with all staff and to actively engage with all aspects of school life.

Help

Pupils already know how to access and use Microsoft Teams and the Hub. The first port of call for pupils needing assistance are the training videos hosted on the IT Support pages of the Hub; those needing additional support should contact the IT Helpdesk via the Hub.

Wellbeing

Loss of face-to-face contact for an extended period may well be challenging for some pupils and staff and, indeed, parents. Any member of the community must feel that they can always contact someone. For pupils a trusted teacher, their Form Tutor, Housemaster and/or Sectional teams, the Chaplaincy team, or School Counsellor can always be contacted. For staff a trusted colleague, line manager, any member of SMT, and/or the Chaplaincy team or School Counsellor can always be contacted. Parents can also contact the School Chaplain.

Review of Policy

The Almeyn's Education Continuity Policy is monitored by SLT and the Almeyn's Education Committee and will be reviewed regularly. This policy (minus the appendices below) will be posted on the Almeyn's School website.

In the event that the Education Continuity Policy is activated this policy will be reviewed in advance to ensure that it is fit for purpose given the situation at the time.

In addition to this Policy there are **associated Appendices**, which will be **sent to relevant groups** as necessary, when this Education Continuity Policy is activated:

- **Appendix 1: Addendum to Safeguarding and Child Protection Policy**
- **Appendix 2: Remote Learning Protocols and Online Safety: Staff**
- **Appendix 3: Guidance for Senior School Parents**
- **Appendix 4: Guidance for Junior School Parents**
- **Appendix 5: Remote Learning Protocols and Online Safety: Pupils**
- **Appendix 6: Guidelines for Visiting Music Teachers (VMT)**
- **Appendix 7: Guidelines for LAMDA Teachers**
- **Appendix 8: Guidelines for Remote Counselling**
- **Appendix 9: Guidelines and procedures for one-to-one live audio/video contact (sessions) for academic support of pupils**
- **Appendix 10: Guidelines and procedures for one-to-one live audio/video contact (sessions) for pastoral support of pupils – use by Housemasters, Section Teams, Heads of Section, the DSL, members of SLT**
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Senior School teachers will also be supported in this work by:

- **A detailed Staff Manual (regularly updated) (Asst Hd (T&L));**
- **A Remote working at Almeyn's for Teaching Staff Policy (Senior Dep Hd)**

Appendix 1: Addendum to Safeguarding and Child Protection Policy

This addendum to Alleyn's Safeguarding and Child Protection Policy contains details of our safeguarding arrangements during times of remote provision and support (e.g. COVID-19 outbreak). This is contained as an appendix in the main Safeguarding and Child Protection Policy.

This addendum draws upon the DfE guidance "Guidance for full opening: schools"; "Safeguarding and remote education during coronavirus (COVID-19); the Model Covid-19 Safeguarding Policy Addendum (Southwark Children's & Adult's Services April 2020) and "Identification of, and planning for, vulnerable pupils during school closure" circulated by Southwark Local Authority in March 2020.

We remind all staff, pupils and parents that we continue to have appropriate regard for the current guidance on Keeping Children Safe in Education (KCSIE, September 2021) despite arrangements for remote provision. The School's Policy on Safeguarding and Child Protection continues to apply.

Specific arrangements during periods of Remote Provision are outlined below under the follow sub-headings:

1. Availability of Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) and reporting and recording safeguarding concerns
2. Vulnerable Children
3. Attendance
4. Anti-Bullying and Harmful Peer Relations
5. Supporting Children
6. Safer recruitment and concerns about staff
7. Staff training and safeguarding induction
8. Children transferring schools
9. Data Protection and GDPR
10. Support from the Local Authority (Southwark)
11. Online Safety
12. References to other school policies

1. Availability of Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) and reporting and recording safeguarding concerns

Any safeguarding incidents or potential concerns should be reported to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead at the earliest opportunity.

It is of paramount importance that all staff act immediately on any safeguarding concerns by contacting the DSL or a DDSL.

The DSL and DDSLs may be contacted by email or, if urgent contact is required, by phone using the contact numbers below. (*NB: these should not be shared with pupils and parents.*)

Safeguarding role	Name	Title	Contact
Designated Safeguarding Lead (DSL) and Designated Child Protection Officer (DCPO) – and Prevent lead whole School	Mel Joel	Director of Safeguarding, Member of SLT	safeguarding@alleyns.org.uk 07590 929594
Deputy Designated Safeguarding Lead (DDSL) – Senior School	Alex Smith	Assistant Head, Head of Upper School Member of SLT	safeguarding@alleyns.org.uk 07590 929595
DDSL – Senior School	Lewis Geldeard	Director of Middle School Member of SLT	safeguarding@alleyns.org.uk
DDSL – Senior School	Helen Lawrence	Assistant Head, Head of Lower School Member of SLT	safeguarding@alleyns.org.uk 07919 890555
DDSL – Alleyn’s Junior School and Responsibility for EYFS	Simon Severino	Head, Alleyn’s Junior School Member of SLT	jssafeguarding@alleyns.org.uk 07702 102546
DDSL – Alleyn’s Junior School	Erica Olley	Deputy Head, Alleyn’s Junior School	jssafeguarding@alleyns.org.uk
DDSL – whole School Support Staff	XXXXXX	Human Resources XXXXXXXX	hr@alleyns.org.uk
Link Governor for Safeguarding – whole School and EYFS	XXXXXX	XXXXXX	safeguardinglink@alleyns.org.uk

At times when a trained DSL or DDSL is not physically available on site, a teacher will be instructed to contact the DSL or DDSL using their staff mobile phone numbers.

Safeguarding concerns in the Senior School and Junior School should be logged by staff on CPOMS once they have been raised with a DSL or a DDSL. They should be marked with the safeguarding category so that the appropriate DSL and DDSL are automatically alerted. Instructions on using CPOMS can be found on the Hub.

The Head will be updated about current safeguarding concerns periodically by the DSL or a DDSL via a secure video or audio conversation.

2. Vulnerable Children

"Vulnerable children" include children with social worker involvement, such as Looked After Children (LAC), Children Subject to Child Protection Plan (CPP), Children in Need (CIN), privately fostered children, *etc.* Closely liaising/working together with allocated social workers is even more important. There may be other groups of children who will be vulnerable for various reasons, such as children with education health and care (EHC) plans, young carers and children for whom home life is known to be particularly challenging or high risk, *e.g.* domestic abuse, substance misuse, parental mental ill health, high levels of neglect and pupils who are under assessment with Children's Social Care, or those for whom referrals have recently been submitted which did not lead to further action.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

We 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 where applicable. The lead person for this in school will be the DSL.

Each vulnerable child is allocated to a member of the DSL/DDSL team under the overall supervision of the DSL. Normally this will be the DDSL overseeing the section of the School of which the pupil is a member. In the absence of the allocated member of the DSL team, responsibility for contacting vulnerable pupils may be re-allocated to another DDSL, another member of SMT, or delegated to the tutor or Housemaster (with guidance from the DSL or a DDSL). The DDSL will make contact with each allocated child on a regular basis to check their safety and wellbeing and a summary of the conversation will be recorded on CPOMS. Any unsuccessful contacts, as well as those that did take place, will also be recorded. Any urgent safeguarding concerns will be escalated immediately through consultation with the Southwark Multi Agency Safeguarding Hub (MASH), or equivalent in another LA, and/or the Police.

There is currently an expectation that vulnerable children who have a social worker will attend the provision at school, as long as it is safe for them to do so (*i.e.* they don't have underlying health conditions that put them at risk). In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and school should explore the reasons for this directly with the parent and help to resolve any concerns or difficulties wherever possible. At all times, the School will follow the advice set out by Public Health England.

3. Attendance

The Department for Education has sent the codes to be used for recording attendance. The School will complete the DfE educational settings form or follow alternative guidance on this as and when updates are released.

At Alleyn's, pupils will register each morning with their form tutors using Teams and tutors will record attendance on SchoolBase. Tutors will engage with their tutor groups via posts and/or live catch ups and will follow up by emailing individual pupils and, if necessary, parents if they do not hear from individual pupils. In the Junior School pupils will register with form tutors on Teams each morning and tutors will follow up with parents (under the guidance of the Deputy Head) over unexplained absences.

Schools and social workers will agree with families whether children in need should be attending the education provision onsite – and we will then follow up on any child that we were expecting to attend, who does not. Schools should also follow up with any parent or carer who has arranged care for their

children and the children subsequently do not attend. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the School should notify their social worker.

Any changes to parents' emergency contact information MUST be communicated immediately to the School by email to seniordeputyhead@alleyns.org.uk

Teachers will use the lesson-by-lesson function in SchoolBase to record attendance at their lessons. If they have any concerns about absence, they should report them as soon as feasible to the relevant Section Administrator. In the Junior School teachers will monitor lesson-by-lesson attendance and report concerns to the Deputy Head.

4. Anti-Bullying and Harmful Peer Relations

The principles outlined in the School's Anti-Bullying and Harmful Peer Relations (Peer on Peer Abuse) Policy (including the Junior School version) and those set out in part 5 of KCSIE, about Child on Child Sexual Violence and Sexual Harassment, continue to apply.

Pupils have received PSCH lessons on cyber-bullying and staying safe online. Pupils have been sent an addendum to the IT acceptable use policy that applies specifically to remote learning and will be sent further updates when required. Parents will be sent guidance on staying safe online.

Pupils are advised that they should be mindful of appropriate peer relations in all of their communications, whether using school systems or not. When using school systems, staff are advised that settings should be adjusted such that pupils cannot delete or edit comments that they have made (in Microsoft Teams). In the Junior School staff are asked to be mindful of comments posted on class chat pages. All pupils will be reminded of these important protocols regularly, *e.g.* at the start of term.

Pupils should contact their tutor, Housemaster, or Section Head to discuss concerns regarding cyber bullying or harmful peer relations. It is best practice for two members of trusted staff to contact together individual pupils to hear their concerns, using Microsoft Teams, or through a parent in the Junior School. Parents should be made aware as soon as is reasonably practical.

Where peer-on-peer relations become a concern between two or more pupils, then a risk assessment should be carried out to consider likely online contact through school systems (*e.g.* pupils sharing class groups) and adjustments made to protect all parties.

Consideration should still be given, as per the School's policy, as to whether contact needs to be made with outside organisations such as Children's Social Care or the Police. All School sanctions could be applied if this advice dictates that the matter can be dealt with by the School.

5. Supporting children

Staff should be familiar with the types of abuse and specific safeguarding matters as outlined in Sections 12 and 13 of the School's Safeguarding and Child Protection Policy, including preventing radicalisation and peer-on-peer abuse (both of which could happen online). Staff should be alert to changes in children's behaviour and refer potential concerns to the DSL or a DDSL. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

(a) Supporting children not in school

Remote learning will present new challenges for pupils and their families and may exacerbate existing concerns surrounding anxiety, family relations or feelings of low mood.

Tutors should aim to check in with their tutor groups daily and, in conjunction with Housemasters, arrange joint contact with individual pupils to check on their well-being at regular intervals as they would have done when the School is in normal operation. Parents should be contacted to discuss concerns when required. Concerns should be escalated to the relevant Head of Section using CPOMS alerts or email

contact. A communication plan will be established by the relevant Head of Section and staff will record contact via CPOMS. Contact may include email, contact via Microsoft Teams where two members of staff are present in live video or audio conversations, or phone or doorstep contact with prior agreement of the DSL or a DDSL.

In particular, any disclosure by the pupils of low mood, self-harm or suicidal thoughts that are not already being addressed should be raised as an immediate safeguarding concern with the DSL or a DDSL and parents contacted to ask them to keep an eye on their child, with further referral to outside agencies if required. The DSL/DSLs will liaise with the School Counsellor and Chaplain as required.

(b) Supporting children in school

Alleyn's School is committed to ensuring the safety and wellbeing of all its pupils. We will continue to be a safe space for all children to attend and flourish. This section applies in particular to those children of key workers and vulnerable children who are educated on site.

We will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. We will refer to the Government guidance for education and childcare settings on [the system of controls and 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. We will ensure that, where we care for children of critical workers and vulnerable children on site, the appropriate support is in place for them.

6. Safer recruitment and concerns about staff

If staff and volunteers have concerns about a staff member or volunteer who may pose a safeguarding risk to children, the guidance given in Section 4 of Keeping Children Safe in Education and in the School's Safeguarding and Child Protection Policy continue to apply.

Complaints or allegations made against staff/volunteers must be brought immediately to the attention of the Head (via head@alleyns.org.uk) in order that she may activate the appropriate procedures through the office of the LADO. If the complaint is about the Head, or in the Head's absence, the person to contact is the Chair of Governors. The Chair of Governors, Mr I Barbour, can be contacted c/o the Clerk to the Governors, Mrs M McGregor, at Alleyn's School, Townley Road, Dulwich, London SE22 8SU or via Clerk@alleyns.org.uk

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 \(KCSIE\)](#), including any revised arrangements for ID checking that the Disclosure and Barring Service has advised to minimise the need for face-to-face contact. Under no circumstances should a volunteer who has not been checked (as set out in paragraphs 183 to 188 of KCSIE) be left unsupervised or allowed to work in regulated activity.

We 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, as per paragraph 179 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per and the TRA's '[Teacher misconduct advice for making a referral](#)'. During the COVID-19 period all issues will involve the use of the referral form at: <https://www.gov.uk/government/publications/teacher-misconduct-referral-form>

It is essential that the School is aware who, on any given day, will be in School and that the appropriate checks have been carried out. The Single Central Register must continue to be maintained as normal.

7. Staff training and safeguarding induction

Where a DSL or DDSL cannot attend refresher training due to government measures, they will continue to be classed as a trained DSL and DDSL as per the DfE's guidance and will undertake to update their training as soon as is practical thereafter.

Where new staff are recruited, or new volunteers enter the school or college, they should continue to be provided with a safeguarding induction. All should read part 1 of KCSIE as well as the School's Safeguarding and Child Protection Policy, including this addendum.

In any cases where staff from other schools are temporarily providing support to Alleyn's, the DSL should judge on a case-by-case basis, the level of safeguarding induction required. In most cases, they will already have received appropriate safeguarding training and all they will require is a copy of the relevant School policies and confirmation of our DSL arrangements. We will seek confirmation from their current employer 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

8. Children transferring schools

Where there are pupils transferring between schools during this period (for example where schools provide education to vulnerable children and children of key workers from other schools) the principles set out in KCSIE for the transfer of the child protection file to the new school must be followed. As a minimum, receiving schools must have access to a vulnerable child's Education Health and Care plan and details of their social worker.

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 82-88 of KCSIE.

9. Data Protection and GDPR

Guidance should be sought from the Data Protection Officer (the Bursar) **before** any pupil information is passed to external online providers that the School does not already use. Staff should ensure that any software used is suitable for the age groups concerned and that privacy issues have been resolved in advance, and that use is in line with the software provider's terms and conditions.

Pupils will be advised that live sessions will, for the time being and until otherwise notified, be recorded by the teacher and posted in the relevant Microsoft Team for safeguarding reasons and for the benefit of pupils who are not able to attend the session. In the event that pupils or parents object to such recordings, these concerns should be directed to the Bursar; however, the School's view is that this is a necessary, proportionate and lawful step to fulfilling its duty of care to pupils and not something that requires consent or can be opted out of without exceptional reasons (although pupils should be given the chance to opt out of video recording, and this should be respected).

These videos will be deleted from Microsoft Stream after a reasonable period (which may depend on the purposes for which the video is being used), and in any event at the end of the academic year, except where there is some specific lawful purpose to retain longer.

10. Support from the Local Authority (Southwark)

- The LADO: Eva Simcock 020 7525 0689
- Duty telephone number for enquiries/referrals when LADO is unavailable: 020 7525 3297
- The LA's Strategic Lead Officer for safeguarding in education services: the Director of Education Nina Dohel 020 7525 3252
- The LA's Schools Safeguarding Coordinator: Apo ÇAĞIRICI 020 7525 2715
- Southwark MASH Duty: 020 7525 1921
- Southwark Family Early Help Service Duty: 0207 525 1922

We also note the list of suggestions from Southwark about the arrangements for identification of, and planning for, vulnerable pupils during school closure, circulated in March 2020.

11. Online Safety

The principles outlined in the School's IT and E-safety policy continue to apply. The IT support team will continue to ensure that appropriate filters and monitoring systems are in place to protect the School's IT systems.

Messages around online safety will continue to be a feature of our remote pastoral care via tutors and assemblies. We have recommended to parents that they take reasonable steps to check that their child is staying safe online. We have advised parents to check the privacy and security settings of home networks carefully. We have asked that pupils report safeguarding incidents that occur online (such as harmful online content or cyberbullying) to us as soon as possible so that we may follow them up, and pupils may report harmful online content via the UK Safer Internet Centre at <https://reportharmfulcontent.com>.

In all dealings online, we have advised parents that they and their children consider carefully the importance of engaging only reputable organisations and individuals who can provide evidence that they are safe and can be trusted to have access to children.

Online teaching will follow the same principles as set out in the relevant staff code of practice/conduct and we have published specific guidance on remote learning protocols and online safety for staff, including practices for live remote audio or video contact with individual pupils and live-streaming of audio and visual content (see separate appendix).

12. References to other school policies

This addendum serves to provide specific guidance that is particularly relevant in times of remote provision. It should be read in conjunction with the following School policies which continue to apply, and staff should continue to be mindful of and familiarise themselves with these:

- IT and E-safety Policy;
- Acceptable Use Policy for Pupils using School IT facilities;
- Acceptable Use Policy for Staff using School IT facilities;
- Acceptable Use Policy for Staff using School Tablet devices;
- Taking Storing and Using Images of Children;
- Teaching Staff Code of Practice;
- Junior School Staff Code of Conduct;
- Privacy notice (parents);
- Privacy notice (pupils);
- Privacy notice (staff);
- Safeguarding and Child Protection Policy;
- Anti Bullying and Harmful Peer Relations (Peer on Peer Abuse).

Appendix 2 - Remote Learning Protocols and Online Safety: Staff

- Teachers and support staff should continue only to use school-approved methods to communicate with pupils.
- All communications should aim to be completed during the normal working hours of 8.30am-3.45pm (or up to 5pm for co-curricular activities).
- Staff should not use their private email addresses, WhatsApp groups or any other form of social media that is not directly regulated by the School to communicate with pupils.
- Staff should make their Head of Department or Section Head a joint owner of a class Team when using Microsoft Teams. Staff should be aware that line managers may conduct virtual learning walks to help ensure both quality of provision and that safeguarding protocols are being followed.

NB: From January 2021 Staff do not need to co-own Academic Teams, although they may be co-owners or could ask to be given that status at times, in order to 'visit' lessons or look at assignments/Notebooks. Pastoral Teams (Tutor and House) should still be co-owned.

- When signing up to online resources (e.g. Seneca Learning) staff should use their school email addresses for the purposes of schoolwork.
- Colleagues should use, where possible, Planet E-stream to upload pre-recorded video clips that they have made. When uploading videos via YouTube, teachers should ensure that the videos are shared from a teacher account specifically set up for the sharing of videos for school use. Videos should not be shared publicly and should only be accessible via a specific link. This link should not be shared with pupils via a public domain (ie it should be shared privately via email, Hub task or a Teams channel post). Comments should be turned off so that pupils cannot comment on the video.
- In any recorded video, staff should ensure that no personal identifying information can be seen in the background. Dress should be appropriate, and the background should be appropriate and not contain any personal information.
- Staff should take great care to avoid sharing any inappropriate images or language with students. Live lessons should be started with the camera switched off and all applications should be closed down apart from the specific content required to be shared with students (e.g. PowerPoint presentation or whiteboard) before a live lesson or recording takes place to avoid the possibility of content being inadvertently shared with pupils if the screen is shared.
- In all video footage recorded by teachers, people who are not connected to the school should not appear.
- Staff should take reasonable steps to limit the sharing of large data files via the School's server. However, they should not use personal email systems to store or send school data and in particular personal data of staff, parents or pupils. Particularly when working remotely, consideration should be given to using password protection for sending sensitive files.
- Staff should check the suitability of any online source that they recommend (e.g. have you watched full videos, or just the start?).
- Staff should check that they fully understand how to use any system for online lessons before using it with pupils and seek advice from IT support, their Head of Department or another suitable colleague (e.g. AJM, CLH) where necessary.
- Staff should log any safeguarding incidents that occur during online learning and report these to the DSL or a DDSL.

Practices for live remote audio or video contact with individual pupils

- Teachers should avoid live 1:1 audio or video contact with individual pupils both to safeguard pupils and to safeguard themselves. If individual contact is felt necessary to support the pupil's pastoral welfare two members of staff must be present in the conversation (e.g. tutor and

Housemaster or teacher and Head of Department). These conversations need not be recorded as two staff are present in the conversation.

- When contacting pupils via email, staff should use their school email address only and should copy in other pastoral staff (*e.g.* tutor, Housemaster) when necessary.
- Written chat messages in Teams should be of an appropriately formal tone, and should only be used for routine conversations involving questions on school work and anything of concern should be raised with the Head of Department, or appropriate pastoral staff as appropriate. The Teams posts should not be deleted so that a record of conversations with pupils is maintained.
- The time, date and a record of meetings with individual pupils should be recorded on CPOMS immediately following the meeting, alerting relevant pastoral staff (Housemaster and/or Head of Section).
- Live contact with individual pupils should not be taking place in the Junior School without the approval of the Junior School Head.

Practices for live-streaming of audio and visual content

- Staff should use school provided equipment wherever possible for live-streaming sessions and, where this is not possible, when using personal devices suitable privacy settings and measures should be in place, including:
 - Devices must be locked when not in use to and ensure devices are password protected to prevent unauthorised people from gaining access.
 - No documents should be stored on devices that could be classed as private or sensitive.
 - Use OneDrive to maintain the security of documents
- Staff may only use Microsoft Teams to conduct live-streaming sessions. Any deviation to these arrangements must be agreed in writing by a Deputy Head (Senior School) or the Head of the Junior School in advance.
- Staff **should record live sessions and store them in the relevant class area of Teams** both for safeguarding reasons and to share with pupils who cannot access the session at the time. It is imperative to make sure that all participants are aware of the following:
 - The purpose of any recording is explained to all participants, before beginning any recording;
 - Any participant who wishes to do so is given the opportunity to switch off their video camera (and participate by audio or text only) if they wish;
 - Great care is taken not to risk sharing anyone's personal information except as strictly necessary for delivery of the lessons;
 - Any recordings are not shared beyond those who need them for their educational purpose;
 - Any recordings must stay on Alleyn's School platforms and must be deleted after their intended use (no later than the end of the academic year).
- At the start and throughout sessions, teachers should be clear about the expectations of student behaviour (*e.g.* a 'classroom standard' of behaviour is expected from all participants and they should usually mute their microphones unless they want to ask a question). Be clear that neither the recording by pupils nor the onward sharing of events is acceptable.
- Staff should make a note of the live session timing and who participated, including those that arrived/departed early or late. Concerns over absent pupils should be passed to the tutor to follow up. Live sessions should only take place at the times specified in the remote learning timetable.
- Staff should take care that they do not turn on video streaming for students by mistake.

Specific Procedures for Visiting Music and LAMDA Teachers: It is imperative that safeguarding best practice and principles are adhered to in these settings. VMTs and LAMDA teachers may use live video

streaming facilities for individual lessons only if the guidelines for these contexts, that will be communicated separately (VMT Guidelines, Appendix 6 and LAMDA Guidelines, Appendix 7), are followed.

Appendix 3 - Guidance for Senior School parents

Dear Parent,

Further to recent correspondence about the move to remote learning this half of term, we now write to introduce the provision, but also, importantly at this stage, to signpost, key expectations for pupils in terms of online activity and education.

We are keen to maintain the rhythms and routines of the original school day and therefore will be following the pupils' normal timetable of lessons whilst allowing good breaks between lessons for pupils to refresh and organise themselves for the next class. We recognise that, for many, remote education is a challenging period. We have compiled and updated all of the essential information for pupils and parents and will make these key guides and correspondence available this week via links to the Hub. In advance of Monday, we will also send a short video link to pupils to offer some reassurance and build confidence around what we have in place to support them academically and pastorally.

For now, we write to outline our online expectations for our pupils as we embark on our remote schooling, entitled, *Always Alleen's*. I hope that it will be helpful to bullet point the key expectations and systems in place to support pupils with their online habits and engagement.

There are a number of a key platforms that will continue to form part of our remote learning practices. Your child will be familiar with the Hub and with Microsoft Teams, which will be used to deliver the 'live' content by tutors and teachers. Many pupils have also been using OneNote to submit assignments online to be marked by their teachers.

As always, we require all pupils to adhere to the School's ICT acceptable use policy (AUP), which they agreed to at the start of the academic year, in particular the specific elements relating to remote learning and online safety guidance for pupils. Please remember that the acceptable use policy is designed to encourage appropriate and proper behaviour both online in class and independently with peers. Please read and discuss this document with your child (it is available on the [Hub](#)). If you have any concerns or queries regarding the agreement, please contact the relevant Head of Section and we will deal with your enquiry accordingly.

In order to facilitate our programme of remote provision and support we ask that you support your child, where possible, by:

- Providing them with a workspace that is quiet, safe and free from distractions with an adult nearby if necessary. Your child should be strongly discouraged from accessing their mobile phone (unless for work purposes) and any form of social media during formal lesson time;
- Making sure their device is checked and set up before starting school on Monday, including adequate audio and camera facilities. We will be expecting all pupils to be visible and audible during lessons to enable a full and positive experience. If parents have concerns about their child keeping their camera on during lessons please contact the relevant Head of Section;
- Reassuring them that not all lesson time will be 'screen time'. As teachers, we also envisage a healthy opportunity for independent work, as would always be the case in the normal classroom. We will aim for homework to be extension and consolidation tasks in order to avoid, where possible, further extended time on screen after the normal school day;

- Making sure your child is dressed appropriately for lessons and that they start the day in a timely and organised manner. This will add to the sense of purpose, routine and engagement;
- Ensuring that all communications your child engages in are appropriate in their tone and content;
- Encouraging your child's camera to be turned on during lessons (staff will follow up where there are concerns linked to this), but also reminding your child that there is the facility in Teams to fade out their background.

Parents should be aware that pupils may well find periods of remote provision where they are not in contact with the school community particularly difficult. We encourage them in the first instance to email their tutor or Housemaster to discuss their concerns and to engage with their tutor groups via their tutor group Teams. Staff will do the same both on a regular basis and also if they have any concerns about a child.

With increased access to devices, messages around online safety will continue to be a feature of our remote pastoral care via tutors and assemblies. However, we recommend that you take reasonable steps to check that your child is staying safe online. This will involve checking the privacy and security settings of your home networks carefully. We have asked that pupils report challenging pastoral and safeguarding incidents that occur online to us as soon as possible so that we may follow them up, and pupils may report harmful online content via the UK Safer Internet Centre at <https://reportharmfulcontent.com>.

We have received the following recommendations from the DfE where parents can find advice on keeping their children safe online:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

In all dealings online, we advise that you and your child consider carefully the importance of engaging only reputable organisations and individuals who can provide evidence that they are safe and can be trusted to have access to children.

As a general precaution, devices should be locked when not in use to and pupils should ensure devices are password protected to prevent unauthorised people from gaining access. It is best to use OneDrive to maintain the security and safety of documents.

We wish you and your family well as we begin our new term. We will continue to stay in contact and update you as we receive any clear updates and guidance.

Appendix 4 - Guidance for Junior School Parents

Dear Parent,

During the period of Actuality's we will be using Microsoft Teams for live sessions. We ask that you are present in the room or relatively close by at all times when your child is participating in live sessions to help ensure their safety online.

We require all pupils to adhere to the School's ICT acceptable use policy, which they agreed to at the start of the academic year. We provide some additions to that policy that cover some specific elements relating to remote learning and online safety guidance for pupils (see below). Please read and discuss these additions with your child. If you have any concerns or queries regarding the agreement, please contact our Computing Coordinator, Mrs Charlotte Hatton.

In order to facilitate our programme of remote provision and support we ask that you support your child, where possible, by:

- providing them with a workspace that is quiet, safe and free from distractions with an adult nearby if necessary
- making sure your child is dressed appropriately for lessons
- ensuring that face-to-face communication between pupils is appropriate

Parents should be aware that pupils may well find periods of remote provision where they are not in contact with the school community particularly difficult. We encourage you to share such concerns on their behalf with your child's tutor.

Messages around online safety will continue to be a feature of our remote pastoral care via tutors and their Computing lessons. However, we recommend that you take reasonable steps to check that your child is staying safe online. This will involve checking the privacy and security settings of your home networks carefully. We have asked that pupils report challenging pastoral and safeguarding incidents that occur online to us as soon as possible so that we may follow them up, and pupils may report harmful online content via the UK Safer Internet Centre at <https://reportharmfulcontent.com>.

We have received the following recommendations from the DfE where parents can find advice on keeping their children safe online:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

In all dealings online, we advise that you and your child consider carefully the importance of engaging only reputable organisations and individuals who can provide evidence that they are safe and can be trusted to have access to children.

As a general precaution, devices should be locked when not in use and pupils should ensure devices are password protected to prevent unauthorised people from gaining access. It is best to use OneDrive to maintain the security and safety of documents.

Appendix 5: Remote Learning Protocols and Online Safety: Pupils

Additions to the Acceptable Use Policy for remote learning during school closure - Senior School

1. I understand that any communication that I make will adhere to the usual expectations of behaviour and in line with the ICT Acceptable Use Policy signed in September 2020.
2. I understand that any infringements will be dealt with by Staff in line with normal sanction procedures.
3. I understand that when taking part in live-streaming sessions, I should be in an appropriate location (where the background does not contain any personal information or inappropriate posters *etc*) and appropriately dressed.
4. I am aware that all live-streaming sessions that occur in Microsoft Teams will be recorded and stored on in the appropriate Class Team for safeguarding reasons or to be viewed later by those who cannot attend a session.
5. I understand that the recording by me, or the onward sharing, of material (*e.g.* from the Hub) is not acceptable.
6. I understand that it is best practice for me to join live-streaming sessions with my camera turned off and my microphones muted. I should wait for further instructions from the teacher on how the session will run.

NB: From January 2021 we shall expect pupils to have their cameras on in live lessons whilst still following the instructions from the teacher on how the session will run. Pupils and Parents have been alerted to this change, and a message placed on the pupil hub.

7. I understand that I should minimise the transfer of large items of data via the School's email server.
8. I understand that I should do what I can to limit contact with staff outside the normal working hours of 8.30am-3.45pm (5.15pm for co-curricular activities).
9. I understand that Microsoft Teams is for school use only and that my usage of it can be monitored.
10. I understand that I should avoid sharing any offensive, illegal or inappropriate images or language with other pupils.
11. I understand that the normal school policy on bullying, cyberbullying, peer on peer abuse and other unkind behaviours continue to apply during periods of remote provision and I will ensure that ALL contact with other pupils is appropriate, however this contact is made.
12. I will report safeguarding incidents that occur online (such as harmful online content or cyberbullying) to the Head of Section as soon as possible so that they may be followed up.

Online Safety: General reminders

- You should not share ANY personal contact information or images online
- You should be mindful of who you are speaking to online and speak to a teacher or your parents if you are concerned
- Ensure your privacy settings are set correctly

Additions to the Pupil Acceptable Use Policy for remote learning during school closure – Juniors

- I understand that while working at home during a period of school closure I should use the Hub to access my learning and do so in a responsible way.
- I will use the comment and chats appropriately, making sure that I adhere to the usual expectations of behaviour set out in the ICT Acceptable Use Policy that I signed in September 2020. My comments will be polite and relevant.
- I understand that if I misuse the Hub that this will be dealt with by Staff in line with the usual sanction procedure.
- I understand that I should do what I can to limit contact with staff outside of the normal working hours of 8.30am to 3.30pm.
- I understand that any communications I make with my teachers should be on the Microsoft Teams, the Hub (Infants only) or via a parent's email account.
- I will not copy or record any school-owned content and share this with anyone.
- If, while working on the computer at home, I see anything I am unhappy with or receive a message I do not like, I will show a trusted adult immediately.

Additions to the Pupil Acceptable Use Policy for remote learning during school closure – Infants

H is for HELP – An adult at home will help me use the Hub to access my learning and I must only use the internet with their permission

O is for ONLINE SAFETY – If I see anything I don't like I will tell an adult

M is for MESSAGE – If I want to write a message to my teacher, I will ask an adult to send it from their email account

E is for ENJOY – I will use the Hub properly and safely so that I can enjoy learning at home

Appendix 6: Guidelines for Visiting Music Teachers (VMT)

Rationale

1. To enable pupils to continue with their musical studies largely uninterrupted
2. To enable VMTs to continue to provide lessons, and thus to maintain their livelihoods, ensuring that Alleyn's retains its valued body of VMTs once the site has reopened
3. To ensure that VMTs are given appropriate guidance and frameworks to help them teach their pupils remotely in an appropriately safe and regulated manner
4. To continue to provide a high-quality individual music teaching provision.

Remote Lessons

1. Timing of lessons should of course be mutually convenient, but whilst students are being asked to follow the School timetable, VMTs should rotate lesson times from week to week. There will be some flexibility with this, as academic lessons may be easier for students to make up at another time, unless the lesson involves contact with the class teacher. If an alternative or fixed time is preferred by both parties, then that is of course fine and can be arranged between you and the pupil's parents.
2. Students could make an audio recording of something they have been working on and send it to their teacher for comment. This could be a piece, exercise, study, scales even, and this could either then be commented on by return email or in person as part of a remote lesson. This would most likely not take the place of a whole lesson, but might be a useful part of it, taking into account the time needed for the teacher to listen and review.

Safeguarding Considerations:

1. **Safeguarding is as critically important remotely as it is when teaching on-site at school, and any lessons, whether in person or remote, should adhere to the School's Safeguarding and Child Protection Policy, including the addendum covering remote provision.**
2. All the usual safeguarding considerations with regard to 1:1 lessons apply. VMTs are aware of these expectations and are used to teaching 1:1.
3. All VMTs have been subject to the appropriate employment checks and training. The vast majority have had a safeguarding induction refresher within the last few weeks. Those who have not will be asked to conduct this remotely with the DSL / DDSL before being able to hold online lessons.
4. Teaching lessons online presents many of the usual safeguarding issues, but there are some that are unique to or heightened through this method of teaching. The following notes must therefore be observed in this context:
 - Make sure parents have agreed to online lessons in writing in advance.
 - Only use an appropriate platform (see below); lessons should not be conducted over WhatsApp or other unregulated platform, nor via a mobile phone.
 - Personal contact data (phone numbers, private emails *etc.*) should never be shared between VMTs and their pupils.
 - Lessons should always take place in a suitable environment (*i.e.* an office or study, not a bedroom or other private space).
 - Teachers should ensure that no personal identifying information can be seen in the background.
 - Appropriate dress should be worn by student and teacher for a formal occasion like a music lesson, and appropriate courtesy and professional language should be deployed at all times.

- The pupil must take lessons in a room with an open door and a parent/guardian should be present in the house for the duration of the lesson. Parents should be in the room where the lesson is taking place at the start and end of the lesson as a minimum. They are of course welcome to sit in on the whole of any session, but without distracting more than is necessary.
- Should anything deemed inappropriate occur, the teacher should end the session (without necessarily drawing attention to anything in particular), take a written note and report to the DSL or a DDSL as soon as possible.

Platform

1. The School's preferred means of "live" interaction is Microsoft Teams, for which both pupil and teacher need a School Office 365 account.
2. Where another platform has to be used, *e.g.* Skype, Zoom, and this will only be in cases where Microsoft Teams cannot be used, it is imperative that additional safeguarding and security measures are adopted:
 - Do **NOT** use any online platform for live teaching unless you fully understand the privacy settings and have set the privacy permissions to their most secure settings;
 - **Ideally set up a separate account for your online teaching.** Keep it separate from your personal online profiles. Make sure you use an appropriate image for your profile picture, and do not share any personal information about yourself *e.g.* personal telephone number, email accounts, Facebook and other social media links;
 - **Use the parents' or guardians' own account if possible,** rather than a child's, to deliver lessons. Alternatively, ask them to set one up in their name and under their control;
 - Participants should not be allowed to record, send files, save written chat messages or share their computer screens. Passwords should always be used for meetings;
 - Ensure that Meeting IDs are secured with a password and the meeting ID and password are shared as separate codes to parents via email. **Under NO circumstances should Meeting IDs and passwords be shared in the public domain;**
 - The 'owner' of the meeting should change settings so pupils cannot share their own computer screen. If they try they will be told that they do not have permission:
 - The only person able to share their screen will be the teacher. This prevents the participants sharing anything they shouldn't;
 - Where possible, the student should join a 'lobby' before joining the 'Meeting':
 - This allows the teacher to verify participants before starting the lesson;
 - This safeguards against unknown people joining the meeting;
 - Once the meeting has started the teacher's settings must be set to give them full control:
 - They can mute all participants or individuals;
 - They can turn participants cameras off if required;
 - They can ask participants to leave the meeting if they need to or remove them to the 'lobby';
 - Once the lesson has finished, the teacher should end the meeting for all participants so no one is able to chat once the meeting is over.

Please note: For using Zoom, the following training video:

<https://learning.alleyns.org.uk/it-support/remote-tl-resources-for-staff/zoom> covers all the above.

Recording lessons

1. Given the chance that these recordings could be shared, we advise against this. If it is felt to be absolutely necessary from a learning perspective, always discuss this with pupils and parents in advance, including whether you permit them to record lessons. You must never record a lesson without the prior knowledge and written consent of the pupil and the parents/guardians.
2. If you decide you do wish to record lessons:
 - Ask for consent in writing before you make any recording.
 - Have a written policy available to parents which states:
 - what you will do with the recordings and that you will only ever use them for the purpose of tuition for the individual pupils;
 - how long you will keep them and why;
 - that you guarantee you will only ever share the recording with the pupil or the parents/guardians;
 - How you will dispose securely of the recordings at the end of your retention period;
 - That you will securely delete and dispose of recordings as quickly as possible if your pupils or their parents withdraw consent;
 - Update your GDPR Data Protection Privacy Statement and record of processing to reflect this.

Return to physical lessons

1. Depending on the duration of the School's physical closure, some lessons could be moved later in the academic year. In this event, the distribution of lessons will of course be uneven, but staff would still aim to offer 30 lessons across the year. There may also be the option of making the school facilities available for this during the school holidays (Easter or Summer), assuming that any closure has come to an end, and necessary cleaning procedures, *etc* have been completed.
2. Once lockdown measures have been lifted by the Government, arranging lessons to take place at a different location, such as the teacher's or your own home may be an option. However, any lesson in a child's or VMTs home must obviously be with the supervision of another adult, *e.g.* a parent, who should be in the home throughout the lesson. If VMTs need to travel then it would seem appropriate that the additional time is reflected in the charge, but this is a matter between the VMT and the contracting parent.

See also <https://www.ism.org/advice/safeguarding-for-remote-lessons>

Appendix 7: Guidelines for LAMDA teachers

Rationale

1. To enable pupils to continue with their LAMDA studies largely uninterrupted
2. To enable LAMDA teachers to continue to provide lessons, and thus to maintain their livelihoods, ensuring that Alleyn's retains its valued body of LAMDA teachers once the site has reopened
3. To ensure that LAMDA teachers are given appropriate guidance and frameworks to help them teach their pupils remotely in an appropriately safe and regulated manner
4. To continue to provide a high quality LAMDA teaching provision.

Remote Lessons

- Timing of lessons should be mutually convenient and agreed with parents.
- LAMDA lessons should be taking place at times – where possible – not during the lunchtime, when we aim to keep children off screens.

Safeguarding Considerations:

- **Safeguarding is as critically important remotely as it is when teaching on-site at school, and any lessons, whether in person or remote, should adhere to the School's Safeguarding and Child Protection Policy, including the addendum covering remote provision.**
- All the usual safeguarding considerations with regard to small group lessons apply. LAMDA teachers are aware of these expectations and are used to teaching small groups.
- All LAMDA teachers have been subject to the appropriate employment checks and training. The vast majority have had a safeguarding induction refresher within the last few weeks. Those who have not will be asked to conduct this remotely with the DSL / DDSL before being able to hold online lessons.
- Teaching lessons online presents many of the usual safeguarding issues, but there are some that are unique to or heightened through this method of teaching. The following notes must therefore be observed in this context:
 - Make sure parents have agreed to online lessons in writing in advance.
 - Only use an appropriate platform (see below); lessons should not be conducted over Whatsapp or other unregulated platforms, nor via a mobile phone.
 - Personal contact data (phone numbers, private emails *etc.*) should never be shared between LAMDA teachers and their pupils.
 - Lessons should always take place in a suitable environment (*i.e.* an office or study, not a bedroom or other private space).
 - Teachers should ensure that no personal identifying information can be seen in the background.
 - Appropriate dress should be worn by student and teacher for a formal occasion like a LAMDA lesson, and appropriate courtesy and professional language should be deployed at all times.
 - The pupil must take lessons in a room with an open door and a parent/guardian should be present in the house for the duration of the lesson. Parents should be in the room where the lesson is taking place at the start and end of the lesson as a minimum. They are of course welcome to sit in on the whole of any session, but without distracting more than is necessary.
 - Should anything deemed inappropriate occur, the teacher should end the session (without necessarily drawing attention to anything in particular), take a written note and report to the DSL or a DDSL as soon as possible.

Platform

1. The School's preferred means of "live" interaction is Microsoft Teams, for which both pupil and teacher need a School Office 365 account.
2. Where another platform has to be used, *e.g.* Skype, Zoom, and this will only be in cases where Microsoft Teams cannot be used, it is imperative that additional safeguarding and security measures are adopted:
 - Do **NOT** use any online platform for live teaching unless you fully understand the privacy settings and have set the privacy permissions to their most secure settings;
 - **Ideally set up a separate account for your online teaching.** Keep it separate from your personal online profiles. Make sure you use an appropriate image for your profile picture, and do not share any personal information about yourself *e.g.* personal telephone number, email accounts, Facebook and other social media links;
 - **Use the parents' or guardians' own account if possible** rather than a child's, to deliver lessons. Alternatively, ask them to set one up in their name and under their control;
 - Participants should not be allowed to record, send files, save written chat messages or share their computer screens. Passwords should always be used for meetings;
 - Ensure that Meeting IDs are secured with a password and the meeting ID and password are shared as separate codes to parents via email. **Under NO circumstances should Meeting IDs and passwords be shared in the public domain;**
 - The 'owner' of the meeting should change settings so pupils cannot share their own computer screen. If they try they will be told that they do not have permission:
 - The only person able to share their screen will be the teacher. This prevents the participants sharing anything they shouldn't;
 - Where possible, the student should join a 'lobby' before joining the 'Meeting':
 - This allows the teacher to verify participants before starting the lesson;
 - This safeguards against unknown people joining the meeting;
 - Once the meeting has started the teacher's settings must be set to give them full control:
 - They can mute all participants or individuals;
 - They can turn participants cameras off if required;
 - They can ask participants to leave the meeting if they need to or remove them to the 'lobby';
 - Once the lesson has finished, the teacher should end the meeting for all participants so no one is able to chat once the meeting is over.

Please note: For using Zoom, the following training video:

<https://learning.alleyns.org.uk/it-support/remote-tl-resources-for-staff/zoom> covers all the above.

Recording lessons

1. Given the chance that these recordings could be shared, we advise against this. If it is felt to be absolutely necessary from a learning perspective, always discuss this with pupils and parents in advance, including whether you permit them to record lessons. You must never record a lesson without the prior knowledge and written consent of the pupil and the parents/guardians.
2. If you decide you do wish to record lessons:
 - Ask for consent in writing before you make any recording.

- Have a written policy available to parents which states:
 - what you will do with the recordings and that you will only ever use them for the purpose of tuition for the individual pupils;
 - how long you will keep them and why;
 - that you guarantee you will only ever share the recording with the pupil or the parents/guardians;
 - How you will dispose securely of the recordings at the end of your retention period;
 - That you will securely delete and dispose of recordings as quickly as possible if your pupils or their parents withdraw consent;
 - Update your GDPR Data Protection Privacy Statement and record of processing to reflect this.

See also <https://www.ism.org/advice/safeguarding-for-remote-lessons>

Appendix 8: Remote Counselling: Guidelines for Counsellors

Rationale

- To enable pupils to continue with their counselling sessions largely uninterrupted, should they wish to remain in contact in this way
- To assess risk to the pupil if they choose not to have remote counselling sessions. If it is decided that this is not the preferred method of communication, to continue to communicate with the pupil and/or parent/carer by email during this period, where appropriate
- To actively consider the waiting list and needs of staff and Alleyn's families during this time if session distribution allows
- To ensure that Counsellors are given appropriate guidance and frameworks to help them engage with their counselling pupils remotely in an appropriately safe and regulated manner
- To continue to provide a high-quality individual counselling provision
- For the Lead Counsellor to provide remote triage on site. Pupils/parents/carers can contact counselling@alleyns.org.uk should they wish to book a triage appointment
- To ensure with each pupil that they understand that the usual safeguarding protocols would remain and that if the Counsellor became concerned about their welfare, they would speak with the DSL or DDSL in the usual way
- In addition, at the first session, for the Counsellors to inform the pupils about the changes to the risk procedure due to the pupil being at home. If the Counsellors became concerned about the pupil they would contact their parent(s) before the School
- To have access to SchoolBase online in order to access to parents' phone numbers and DSL and DDSL contacts at the beginning of each session
- For the Counsellors to ensure that their professional indemnity insurance covers us to work in this way
- For the other three school Counsellors to remain in regular contact with the Lead Counsellor, DSL and DDSL as appropriate by email or phone regarding safeguards and any issues that arise at that time
- In advance of the first online session, for the Counsellors to send parents a permission sheet and pass on this information to pupils accordingly, as they wish

Remote Lessons:

- Timing of counselling sessions should of course be mutually convenient, but whilst pupils are being asked to follow a revised school timetable, Counsellors should rotate lesson times from week to week. There will be some flexibility with this, as academic lessons may be easier for pupils to make up at another time, unless the lesson involves contact with the class teacher.

Safeguarding Considerations:

- **Safeguarding is as critically important remotely as it is when on-site at school, and any counselling sessions, whether in person or remote, should adhere to the School's Safeguarding and Child Protection Policy, including the addendum covering remote provision.**
- All the usual safeguarding considerations with regard to 1:1 sessions apply. School Counsellors are aware of these expectations and all of their sessions are conducted on a 1:1.
- All Counsellors have been subject to the appropriate employment checks and safeguarding training.

- Counselling sessions online presents many of the usual safeguarding issues, but there are some that are unique to or heightened through this method of interaction. The following notes must therefore be observed in this context:
 - Make sure that Lower School and Middle School parents have agreed to online sessions in writing in advance, unless there are ethical considerations not to.
 - Personal mobile data (phone numbers, private emails *etc.*) should never be shared between Counsellors and their pupils.
 - Sessions should always take place in a suitable environment.
 - The parent/carer should be present in the house for the duration of the session.
 - Counsellors should ensure that no personal identifying information can be seen in the background.
 - Appropriate dress should be worn by pupil and Counsellor, and appropriate courtesy and professional language should be deployed at all times

Platform

1. The Counsellor's preferred means of "live" interaction is Zoom and if preferred by parents and pupils, Microsoft Teams is also available by prior agreement with the Counsellor.
2. It is imperative that the following safeguarding and security measures are adopted when using Zoom:
 - Do **NOT** use any online platform for live counselling unless you fully understand the privacy settings and have set the privacy permissions to their most secure settings;
 - **Ideally set up a separate account for counselling purposes.** Keep it separate from your personal online profiles. Make sure you use an appropriate image for your profile picture, and do not share any personal information about yourself *e.g.* personal telephone number, email accounts, Facebook and other social media links;
 - Participants should not be allowed to record, send files, save written chat messages or share their computer screens. Passwords should always be used for meetings;
 - Ensure that Meeting IDs are secured with a password and the meeting ID and password are shared as separate codes to pupil's school email. **Under NO circumstances should Meeting IDs and passwords be shared in the public domain;**
 - The 'owner' of the meeting should change settings so pupils cannot share their own computer screen. If they try, they will be told that they do not have permission:
 - The only person able to share their screen will be the Counsellor. This prevents the participants sharing anything they shouldn't;
 - Once the meeting has started the Counsellor's settings must be set to give them full control:
 - They can mute the pupil;
 - They can turn the pupil's camera off if required;
 - They can ask the pupil to leave the meeting if they need to or remove them to the 'lobby';
 - Once the session has finished, the Counsellor should end the meeting for the pupil so no one is able to chat once the meeting is over.

Please note: For using Zoom, the following training video:

<https://learning.alleyns.org.uk/it-support/remote-tl-resources-for-staff/zoom> covers all the above.

Return to physical counselling sessions:

1. Depending on the duration of the School's physical closure, some sessions could be moved towards the end of the academic year. In this event, the distribution of lessons will of course be uneven.

Remote Counselling: Guidelines for Parents

1. Safeguarding is as critically important remotely as it is when on-site at school, and any counselling sessions, whether in person or remote, should adhere to the School's Safeguarding and Child Protection Policy, including the addendum covering remote provision.
2. All the usual safeguarding considerations with regard to 1:1 sessions apply. School Counsellors are aware of these expectations and all of their sessions are conducted on a 1:1.
3. All Counsellors have been subject to the appropriate employment checks and safeguarding training.
4. Counselling sessions online presents many of the usual safeguarding issues, but there are some that are unique to or heightened through this method of interaction. The following notes must therefore be observed in this context.

In order to ensure sessions are as professional, helpful and containing as possible we would ask the following:

- The platform of choice is Zoom, however Microsoft Teams is also available if preferred.
- Personal mobile data (phone numbers, private emails *etc.*) should never be shared between Counsellors and their pupils.
- Sessions should always take place in a suitable environment. Please find somewhere completely confidential and comfortable where your child can feel that they are in a safe, confidential space. Please make sure that your child knows they will not be interrupted or overheard. If you are struggling to find an appropriate setting, please talk this through with the Counselling team who will help think through the logistics.
- The Counsellor will invite your child to the Zoom (or Teams if preferred) session in advance with an email link. Your child will be asked to click on the invite their Counsellor has sent and to join with video and audio settings.
- Please test out Zoom (or Teams) on your computer before your first session to minimize disruptions.
- Please use a device (tablet/PC/ipad) and not a phone for Zoom (or Teams) sessions that take place at home.
- The sessions will not be recorded by the Counsellor and must not be recorded by the pupil.
- It is vital that the Counsellor is able to contact parents in case of emergency during the session. Please ensure that you are available on the contact numbers you have given to School in case of emergency.
- A parent/guardian/carer should be present in the house for the duration of the session.

Instructions for Zoom

- To use Zoom you need to have a camera and audio in your computer, and reliable broadband or 4G signal;
- Download Zoom from <https://zoom.us/>;
- It's also available as an app from the of the Google Play and Apple App ^[1]_[2]Store;
- Start by signing up <https://zoom.us/signup>;
- Do not use Google or Facebook to sign up – this is not secure;
- Keep your Zoom account entirely separate;

- Once you have signed up, download the software, you'll find Zoom listed under your programmes once you have downloaded it;
- Please note underneath the audio arrow is a test speaker and microphone tab. We strongly recommend you do this before you use Zoom for the first time;
- The video should work automatically but if it doesn't then you can click on the arrow next to the video icon on the bottom left of your screen and choose to join with the computer's video camera;
- The Counsellor will send the pupil an email with a link inviting them to the Zoom session with them. The pupil will need to click on the link and follow the instructions.

Please indicate below that you give your consent for your child/adolescent to have live remote counselling sessions on the terms above:

Personal data (including sensitive counselling information) will be processed securely and confidentially by the appropriate counselling professional in accordance with data protection law.

Yes: No

(Please add a cross to one)

Signature:

(Please just type your name)

Date:

Remote Counselling: Guidelines for Pupils


So that these sessions can be as helpful as possible we would ask the following:

- Please find somewhere comfortable where you can feel that you are in a safe, confidential space. This needs to be a space where you won't be interrupted or overheard. If you are struggling to find an appropriate place, please talk this through with the Counselling team who will help think this through.
- Please test out Zoom video (or Teams connection) on your computer before your first session. In particular, make sure you know how to unmute yourself.
- Please use a tablet or computer/laptop for your sessions, and NOT your phone.
- These sessions will not be recorded.
- Personal mobile data (phone numbers, private emails *etc.*) should never be shared between counsellors and pupils.

And here is some information about the call:

- You will receive an e-mail to your Alleyn's e-mail address, inviting you to join your Zoom session. You just need to click on the link to enter a waiting room. Your Counsellor will then link you into the session.
- If you need further information about how Zoom works you can ask your Counsellor by e-mail prior to the session.
- Your Counsellor will be working from a confidential space either in their home or at school.

Instructions for Zoom

- To use Zoom you need to have a camera and audio in your computer, and reliable broadband or 4G signal. Download Zoom from <https://zoom.us/>;
- It's also available as an app from the of the Google Play and Apple App Store. Start by signing up <https://zoom.us/signup>;
- Do not use Google or Facebook to sign up – this is not secure;
- Keep your Zoom account entirely separate;
- Once you have signed up, download the software, you'll find Zoom listed under your programmes once you have downloaded it;
- Please note underneath the audio arrow is a test speaker and microphone tab. We strongly recommend you do this before you use Zoom for the first time;
- The video should work automatically but if it doesn't then you can click on the arrow next to the video icon on the bottom left of your screen and choose to join with the computer's video camera.

Appendix 9: Guidelines and procedures for one-to-one live audio/video contact (sessions) for academic support of pupils

Rationale

- To enable pupils to have aspects of their education supported through one-to-one live sessions with teachers, and members of support staff other than using Teams Chat;
- To enable individual help and support to be delivered in the most effective way possible;
- To ensure that any one-to-one sessions with pupils happens in an appropriately safe and regulated manner, for the protection both of pupils and members of staff.

Remote Sessions or contact

- If any live one-to-one sessions occur, they must first be agreed by the Head of Department or line manager and the DSL/DDSLS (there is a form for that purpose);
- The sessions must fulfil certain criteria for consideration of the Head of Department and line manager before the form is sent to the DSL/DDSLS for agreement;
- The timing of the sessions must be communicated to parents in advance;
- The platform for the sessions must be Microsoft Teams and the sessions must be recorded;
- Any concerns from the teacher or member of support staff arising in a session must be reported immediately afterwards to the Head of Department/line manager.

Safeguarding Considerations:

- **Safeguarding is as critically important remotely as it is when teaching on-site at school, and any communication must adhere to the School's Safeguarding and Child Protection Policy, including the addendum covering remote provision;**
- All the usual safeguarding considerations with regard to remote provision of lessons or meetings apply, including procedures in cases of pupil disclosure;
- All members of staff conducting live one-to-one sessions have been subject to the appropriate employment checks and safeguarding training and updates (including since the recent re-introduction of remote provision). Those who have not will be asked to confirm awareness of the safeguarding update training stored in the Staff area of the Hub;
- Hosting one-to-one sessions presents many of the usual safeguarding issues, but there are some that are unique to or heightened through this method of communication, given the inherent privacy of the context. The following notes must therefore be observed in this context:
 - Make sure parents have agreed to the one-to-one sessions in advance (either the member of staff hosting the session or the Head of Department or line manager can do this);
 - Only use Microsoft Teams. Such sessions should not be conducted over WhatsApp or other unregulated platforms, or via a mobile phone;
 - The sessions must be recorded;
 - Personal contact data (phone numbers, private emails *etc.*) should never be shared between members of staff and the pupils;
 - The sessions should always take place in a suitable environment;
 - Members of staff should ensure that no personal identifying information can be seen in the background;
 - Appropriate dress should be worn by the pupil and teacher according to the expectations set out for the School's remote provision;

- Should anything of concern or deemed inappropriate occur, the member of staff should end the session (without necessarily drawing attention to anything in particular), take a written note and report to the DSL/DDSL as soon as possible.

Recording the sessions

- The School will inform parents and pupils of the data implications of recording one-to-one sessions, with the recording lasting on the Teams account but being deleted at the end of each term.
- **It is critical that if something concerns the member of staff then that recording should be viewed by the DSL/DDSL (and possibly other members of SMT) prior to the expiry of the recording.**
- If a member of staff forgets to record the session, then s/he should take notes on what was discussed and send to the relevant Head of Section, copied to the DSL.

Appendix 10: Guidelines and procedures for one-to-one live audio/video contact (sessions) for pastoral support of pupils – use by Housemasters, Section Teams, Heads of Section, the DSL, members of SMT

Rationale

- To enable pupils to have pastoral support through one-to-one live sessions with pastoral managers (Housemasters, Section Teams, Heads of Section, SMT members);
- To enable individual support to be delivered in the most effective way possible;
- To ensure that any one-to-one sessions with pupils happens in an appropriately safe and regulated manner, for the protection both of pupils and the members of staff.

Remote Sessions or contact

- For Housemasters, Section Teams, Heads of Section, the DSL and members of SMT, it is not necessary to write to parents for prior permission;
- **However**, either before the planned meeting, or afterwards, if the situation dictates, the parents should be informed that such a session is taking or has taken place (unless it is strictly in the interests of the child for the parents NOT to be made aware);
- The session should be recorded on Teams, and the pupil should know this at the start of the session;
- A note of the session should be recorded on CPOMS after it has taken place;
- Any member of staff must be aware of safeguarding considerations (below).

Safeguarding Considerations:

- **Safeguarding is as critically important remotely as it is when teaching on-site at school, and any communication must adhere to the School's Safeguarding and Child Protection Policy, including the addendum covering remote provision;**
- All the usual safeguarding considerations with regard to remote provision of lessons or meetings apply, including procedures in cases of pupil disclosure;
- All members of staff conducting live one-to-one sessions have been subject to the appropriate employment checks and safeguarding training and updates (including since the recent re-introduction of remote provision). Those who have not will be asked to confirm awareness of the safeguarding update training stored in the Staff area of the Hub;
- Hosting one-to-one sessions presents many of the usual safeguarding issues, but there are some that are unique to or heightened through this method of communication, given the inherent privacy of the context. The following notes must therefore be observed in this context:
 - For pastoral support one-to-one sessions, parents should be informed either before or quickly after the session **unless it is in the best interests of the child for them not to be informed. (But a CPOMS record will always be made of the meeting and the session will be recorded);**
 - Only use Microsoft Teams. Such sessions should not be conducted over WhatsApp or other unregulated platforms, or via a mobile phone;
 - The sessions must be recorded;
 - Personal contact data (phone numbers, private emails *etc.*) should never be shared between members of staff and the pupils;
 - The sessions should always take place in a suitable environment;
 - Members of staff should ensure that no personal identifying information can be seen in the background;
 - Appropriate dress should be worn by the pupil and teacher according to the expectations set out for the School's remote provision;

- Should anything of concern or deemed inappropriate occur, the member of staff should end the session (without necessarily drawing attention to anything in particular), take a written note and report to the DSL (DDSL in the DSL's absence) as soon as possible.

Recording the sessions

- The School will inform parents and pupils of the data implications of recording one-to-one sessions, with the recording lasting on the Teams account but being deleted at the end of each term by the member of staff.
- **It is critical that if something concerns the member of staff then that recording should be viewed by the DSL/DDSL (and possibly other members of SMT) prior to the expiry of the recording.**
- If a member of staff forgets to record the session, then s/he should take notes on what was discussed and send to the relevant Head of Section, copied to the DSL.
- A CPOMS entry will be made following the one-to-one session, so that a record is there of the session having taken place. No details need to be recorded in the entry, unless the member of staff feels it would be relevant for other members of staff to know what pastoral support is in place as a result of the session.