

Remote Learning Policy

DATE: September 2026

POLICY LEAD: Executive Principal

APPROVED BY: Executive Team



Excellence



Equity



Empowerment

DOCUMENT CONTROL

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Approved By	Executive Team	
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This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice		
Policy Lead / Author	Executive Principal / C. Keeton	
Version Number	Date Issued	Updated Information
V1		New Policy
V2	January 2023 – Principals for review March 2023 - LGBs	- Policy due for review by LGB/Trust. - No reported revisions have been made.
V3	September 2024	- Removed the requirement for a live ‘remote learning plan’ for each academy but a requirement for one to be put into place rapidly in the event of a lockdown event linked to a pandemic. Example of remote learning plan added (appendix 5). - Changing wording of headings and paragraphs and inclusion of additional paragraphs to include additional reasons for remote learning. - Added sentence to include post 16 students who are joining lessons remotely at a different site. - Changed ‘Google Meet’ to ‘Teams’ throughout. - Minor changes to wording in the appendices to make them relevant to all academies. - Re-wording the ‘supporting students with additional educational needs’ section following consultation with the trust lead on inclusion.
V4	November 2025	Significant changes to remove references to coronavirus and bring in line with The Key model policy.

V5	September 2026	• Updated the documents the policy is written in conjunction with - • Age-appropriate remote learning activities guidance • Use of mobile phones during remote learning • Online safety risks • Safeguarding guidance during remote learning • Mental health and wellbeing during remote learning guidance • Child on child abuse during remote learning guidance • AI guidance during remote learning • Appendix 1 risk assessment updated • Agreement points added for students • Safeguarding guidance in appendix 4
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Introduction

This remote learning policy aims to:

- Ensure consistency in the approach to providing remote learning for pupils/students who are not in the academy or who are joining lessons remotely that are being delivered at a different academy site
- Set out expectations for all members of the academy community with regards to remote learning
- Provide appropriate guidelines for data protection and safeguarding

This policy should be read in conjunction with:

- Individual academy Safeguarding Policies
- Keeping Children Safe in Education (KCSIE) 2026
- Behaviour Policy
- Data Protection Policy and Privacy Notices
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Individual academy Mobile Phone Policies

Use of remote learning

All pupils/students should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils/students receiving remote education will be marked absent in line with the Pupil Registration Regulations and will be issued with the appropriate attendance code e.g., X for non-compulsory school age pupils receiving remote education.

We will consider providing remote education to pupils/students in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do so safely
- Contradictory to guidance from local or central government

Occasions when individual pupils/students, for a limited duration, are unable to physically attend school but can continue learning, for example because:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils/students with remote education on a case-by-case basis.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available during their normal working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers should:

- Provide pupils/students with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners. It is reasonable that this would be by day 3 of the absence and will be proportionate in length with the age of the pupil/student and the anticipated length / reason of their absence.
- Make reasonable adjustments for pupils/students with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils/students can access remotely. Teaching staff will consult with the SENDCo, 'Grids for Learning' or EHCP recommendations when deciding upon the reasonable adjustments required so that students/pupils with SEND can continue to receive the most appropriate provision.

Teachers in primary academies will provide appropriate learning opportunities in line with the curriculum content. In secondary academies, teachers or Departmental/Faculty areas will provide work in line with learners' timetables via Google Classroom and/or Teams.

Tasks will be set in accordance with existing schemes of work, and tasks will be designed to allow learners to progress through schemes of work at the same pace as if they were in the academy where possible. Naturally, remote learning will require learners and teachers to take a different approach to working through content, but tasks should ensure the pace of content coverage is as close as possible to in-school teaching and ensure learners do not fall behind. Where possible, the nature of tasks set should allow learners to learn independently, without the specific support of an adult at home. We do recognise though that for younger children, particularly those in EYFS and KS1, parents/carers will need to provide more support as children of this age are not able to work independently for lengthy periods of time. It is also recognised that parents/carers of pupils/students with special educational needs may also be required to provide additional support to their child.

Age-Appropriate Remote Learning

Staff should ensure remote learning is appropriate for the age and developmental stage of pupils/students:

- EYFS and KS1: Shorter live sessions with more parental support expected; focus on practical activities and play-based learning
- KS2: Gradual increase in independent learning; balance of live and recorded content
- KS3/KS4: More independent learning expected; live lessons closer to normal lesson length
- KS5: High level of independence expected; focus on exam preparation and independent study skills

Staff should make reasonable adjustments for pupils/students with SEND to access remote education, informed by the support families will require and the types of services that pupils/students can access remotely.

The type of task set will vary between year groups and between subjects, but examples of appropriate tasks might include:

- Joining in with phonics activities and saying aloud the sounds presented on flashcards.
- Reading a phonics book online (as directed by the class teacher).
- Google Form documents to submit answers to questions.
- Reading and noting new material from a common subject area textbook or electronic resource.
- Working through subject-specific presentations or worksheets provided by the subject area.
- Watching a relevant video resource and making notes about it.
- Completing a listening exercise (e.g. in MFL/ languages).
- Written responses to prompt questions, essay plans etc.

- Completion of SATs-style/exam questions or past papers, particularly for those in examination years.
- Working through relevant lessons or exercises offered by external providers (e.g. Oak National Academy, Seneca Learning, Sparx Maths etc).

Teaching assistants and other student-facing support staff

- When assisting with remote learning, teaching assistants must be available for work during their normal working hours.
- If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.
- When assisting with remote learning, teaching assistants are responsible for supporting pupils/students who aren't in school with learning remotely as directed by the class teacher or SENCO.

Senior and Middle Leaders

Alongside their teaching responsibilities, senior and middle leaders remain responsible for the quality of teaching, curriculum, pastoral care and safeguarding provided by the academy during periods of remote learning. Leaders will ensure that lessons are aligned with in school provision and follow the agreed curriculum. They will also work alongside the classroom teacher to monitor engagement and student progress.

IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents/carers with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO)
- Assisting pupils/students and parents/carers with accessing the internet or devices

Pupils/students and parents/carers

Staff can expect pupils/students learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Act in accordance with the Academy's behaviour expectations.

Use of Mobile Phones During Remote Learning

Pupils/students should not use mobile phones or other smart devices for purposes other than the remote learning session during live lessons. This includes:

- Using social media
- Listening to music
- Messaging friends
- Playing games

This aligns with the academy's mobile phone policy and the expectation that schools are mobile phone-free by default (in line with DfE guidance on mobile phones in schools).

Parents/carers should support the academy by ensuring pupils/students follow these expectations during remote learning sessions.

Staff can expect parents/carers with children learning remotely to:

- Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day as far as reasonably possible
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Local Governing Body (LGB)

The LGB is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains of as high a quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Safeguarding

In the event of an academy closure, pupils/students, parents/carers and teachers are reminded that the trust Safeguarding Policy still applies to all interactions between pupils/students and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or in the academy. Specific vulnerable pupils/students including those with an ongoing safeguarding concern will have regular 'safe and well' checks made on them by the extended Welfare Team/Inclusion Team. The frequency of these checks will be determined by the DSL. Safeguarding of all pupils/students remains the academy's key priority.

Staff must be aware of the online safety risks associated with remote learning, including:

- Misinformation and disinformation (including fake news)
- Conspiracy theories
- Exposure to inappropriate content
- Contact risks from unknown individuals
- Conduct risks including cyberbullying and online harassment
- Commerce risks including exposure to inappropriate advertising

These risks are outlined in KCSIE 2026, Part 2, Online Safety.

All staff delivering remote learning must:

- Maintain an attitude of "it could happen here" regarding online safety
- Be alert to signs that pupils/students may be experiencing online harm
- Report any online safety concerns immediately to the DSL using the academy's safeguarding procedures
- Understand that technology is a significant component in many safeguarding and wellbeing issues (KCSIE 2026, part 1)

To ensure the safeguarding of all pupils/students, parents/carers **must** agree to the Remote Learning User Agreements which will be shared with relevant pupils/students/students and parents/carers following a partial/ whole academy closure.

All live lessons will be recorded and saved on Teams for safeguarding, quality assurance and to enable learners to access lessons where appropriate. See Appendix 1 for a live lesson risk assessment.

Recording Safeguarding Concerns During Remote Learning

In line with the academy's Child Protection and Safeguarding policy staff must maintain detailed written records of all safeguarding concerns that arise during remote learning. Records must include:

- A clear and comprehensive summary of the concern
- The context in which the concern arose (e.g., during a live lesson, via chat function, in submitted work)
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached (and the rationale for them) and the outcome
- Date, time, and staff member who identified the concern

These records must be:

- Kept confidential and secure
- Stored in line with GDPR regulations
- Maintained in the pupil's safeguarding file
- Shared appropriately with the DSL and relevant agencies

Staff who are unsure about what to record should discuss this with the DSL or deputy DSL immediately.

Mental Health and Wellbeing During Remote Learning

Staff should be aware that remote learning can impact pupils'/students' mental health and wellbeing. Warning signs that a pupil/student may be struggling include:

- Increased absence from live lessons or failure to engage with remote learning
- Changes in behaviour or mood during live sessions
- Withdrawal from participation
- Comments or work that suggest low mood, anxiety, or distress
- Significant changes in appearance or presentation during video calls

Staff should:

- Observe pupils/students during remote learning and identify those whose behaviour suggests they may be experiencing a mental health problem
- Report any mental health concern about a pupil/student that is also a safeguarding concern immediately by following the academy's safeguarding procedures and speaking to the DSL or deputy
- Be aware that only trained professionals should attempt to diagnose mental health problems
- Understand that mental health problems can, in some cases, develop into safeguarding concerns including self-harm, suicidal ideation, or risk of suicide

This is in line with KCSIE 2026 (paragraphs 45-47).

Child-on-Child Abuse During Remote Learning

Staff must be aware that child-on-child abuse can occur during remote learning, including:

- Cyberbullying (including prejudice-based and discriminatory bullying)
- Online sexual harassment
- Consensual and non-consensual sharing of self-generated intimate images and/or videos (including those generated using AI, e.g., deepfakes)
- Upskirting
- Abuse in intimate personal relationships
- Causing someone to engage in sexual activity without consent

Staff should:

- Be alert to signs of child-on-child abuse during live lessons and in online interactions
- Report any concerns immediately to the DSL
- Never dismiss abuse as 'banter', 'just having a laugh', or 'part of growing up'
- Understand that the academy has a zero-tolerance approach to all forms of child-on-child abuse

This is in line with KCSIE 2026, part 1 and part 5.

Supporting Vulnerable Pupils/Students During Remote Learning

Staff should be particularly alert to the needs of pupils/students who may be at greater risk of harm during remote learning, including:

- Pupils/students with a social worker
- Looked-after children and previously looked-after children
- Pupils/students with SEND
- Pupils/students with mental health needs
- Young carers
- Pupils/students with medical conditions
- Pupils/students who are lesbian, gay, bisexual, or gender questioning

The DSL will maintain regular contact with these pupils/students and their families and will work with relevant professionals to ensure appropriate support is in place.

This is in line with KCSIE 2026, part 2.

Data Protection/GDPR

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

- Only use software permitted by ACET such as G-Suite and Teams.

Only use their academy devices to store personal data and access software for remote learning.

Staff members may need to collect and/or share personal data such as email addresses or pupils'/students' grades as part of the remote learning system. If this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. The lawful basis under which we process this information is detailed in our **Privacy Notice – Student/Pupil Data** which can be found on our website www.astoncetrust.org

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

All staff members will take appropriate steps to ensure their devices remain secure and refer to the 'Acceptable Use Policy' that was signed upon receipt. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device.
- Making sure the device locks if left inactive for a period.
- Not sharing the device among family or friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Use of Artificial Intelligence (AI) in Remote Learning

Staff should be aware that:

- Generative AI applications can simulate harmful online interaction for young people
- Intimate images can be generated using AI, including through deepfakes
- Pupils/students may be exposed to AI-generated misinformation or disinformation

When using AI tools for remote learning:

- Only use AI software approved by ACET
- Be aware that the academy's filtering and monitoring arrangements apply to AI tools, in line with KCSIE 2026.
- Report any concerns about AI-generated content to the DSL immediately
- Educate pupils/students about the risks and benefits of AI technology

The academy's filtering and monitoring systems apply to generative AI tools in the same way as other online platforms.

Staff should refer to the DfE's guidance on generative AI: product safety expectations when making decisions about AI use in remote learning.

Monitoring arrangements

This policy will be reviewed annually by the Executive Team.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

This policy is also informed by:

- DfE guidance on providing remote education
- DfE guidance on mobile phones in schools
- DfE guidance on generative AI: product safety expectations

Appendices

The following appendices provide templates to be used and adapted for individual academies.

1. Live Lesson Risk Assessment – July 2026
2. Example Remote Learning Parental Agreement
3. Example Remote Learning Responsible User Agreement for Pupils/students/Students
4. Example Safeguarding guidelines for staff providing remote learning

Appendix 1 - Teams Live Lesson Risk Assessment

Premises: ACET Academies

Date: 3rd July 2026

Activity: Remote Learning – Live Lessons

Review Date: Daily monitoring by Principals/ ACET SLT/IT

Risk – What could go wrong?	Mitigating Action	Comments/Guidance
Safeguarding		
Pupils are exposed to harmful or inappropriate online content during remote learning.	Academy filtering and monitoring systems apply to remote learning. Staff report concerns through the academy safeguarding procedure. Filtering and monitoring arrangements are reviewed in accordance with the Child Protection and Safeguarding Policy.	
Staff use unsecure platforms for live lessons	All ACET academies to use the Teams platform for live lessons. Staff and pupils/students use only their account linked to the academy. Personal accounts are not to be used for live lessons.	
Uninvited people attend Google Classroom / Teams sessions.	Meeting links are reset for each live lesson and posted on the relevant Google Classroom stream / Teams are ensuring only members of the classroom receive the link and are admitted. Pupils'/students'/ students/parents/carers informed not to share lesson links/codes with anyone outside of the Google Classroom through the Responsible User Agreement.	

	Teachers will join the meeting before the start to ensure they are the host and therefore in control of who is admitted to the live session. Teachers will ensure they are the last person to leave the meeting so that pupils/students are not able to meet remotely without supervision.	For guidance regarding enabling host controls: https://drive.google.com/file/d/1B-cB6zCsrEqpxGSO535JvAdgBOvT4Ceb/view?usp=sharing
Professional standards are maintained	All pupils/students and staff must be dressed appropriately (fully clothed) to take part in live lessons. Computers should be used in appropriate areas, e.g. not in bedrooms and where possible against a neutral background. Where this is not possible a 'blurred' background must be used on the Teams settings.	https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf
Pupils/students/staff are exposed to inappropriate images.	Pupils/students' / students' cameras are turned off for the duration of live lessons. Only the teacher delivering the remote lesson will have their camera turned on, however, it is not a requirement for teachers to have their camera on. Should there be an inappropriate image /incident occur during any live session, the lesson will be ended, and the lesson video will not be shared in the Google Classroom but will be sent immediately to the principal. Pupils/students and staff are reminded how to report concerns if they see something inappropriate or upsetting. This should be in line with the academy safeguarding procedure and recorded on CPOMS/My Concerns. Access to these lessons will be limited to the Principal/DSL/DDSL and will be retained until the issue has been investigated and resolved. Pupils/students do not have permission rights to assign an image to their Teams profile.	https://www.childnet.com/teachers-andhttps://www.childnet.com/teachers-and-professionals/hot-topics/livestreamingprofessionals/hot-topics/livestreaming

	Staff must be aware that inappropriate images can be generated using AI (including deepfakes) and shared during remote learning sessions Any concerns about AI-generated inappropriate content must be reported immediately to the DSL - Staff should educate pupils/students about the risks of creating, sharing, or viewing AI-generated inappropriate images	
Pupils/students/staff are exposed to inappropriate language.	Pupils/students' / students' microphones should be muted until invited to contribute by the teacher. Language must be professional and appropriate, including any family members in the background. Where a lesson experiences inappropriate use of language, the teacher will follow the academy Behaviour & Rewards Policy. If inappropriate language continues, the pupil must be dismissed from the lesson. The lesson recording must not be placed on the classroom stream; instead, it must be sent immediately to the principal. Pupils/students / students are reminded how to report concerns if they hear something inappropriate or upsetting. Staff to follow the Safeguarding Policy should they have concerns about anything disclosed/heard during a lesson.	Academy Behaviour Policy to be followed where pupils/students are non-compliant with staff instruction. Principal to take appropriate action which may include excluding the pupil from the Google Classroom live lessons/ Teams
Images of staff are screenshot or filmed	Responsible User Agreement makes clear for all the expectations relating to no photos or filming of live lessons other than by the teacher. All parties have the choice to turn their camera off if they prefer. Principals communicate expectations with parents/carers regarding teachers exercising the	Within an academy, the delivery of live lessons may vary from class to class depending on teacher preferences and assessment of risk.

	right to choose whether they have their camera on or off.	
Mental health concerns arise during remote learning	Staff observe pupils/students during live lessons and identify those whose behaviour suggests they may be experiencing mental health problems Any mental health concern that is also a safeguarding concern is reported immediately to the DSL Staff understand that only trained professionals should diagnose mental health problems Staff are aware of warning signs including withdrawal, changes in mood, or comments suggesting distress	KCSIE 2026, paragraphs 45-47
Child-on-child abuse occurs during remote learning	Staff are alert to signs of cyberbullying, online sexual harassment, and other forms of child-on-child abuse Chat functions are monitored by staff during live lessons Any concerns are reported immediately to the DSL Pupils/students are educated about appropriate online behaviour and the academy's zero-tolerance approach to abuse	KCSIE 2026, part 1 and part 5
Inappropriate Behaviour		
Pupil behaviour is inappropriate	Behaviour expectations shared with pupils/students and parents/carers by class teacher. Teachers to set up host controls each lesson and ensure they open the meeting prior to the lesson starting. Support teacher/member of staff to remove pupil from the class should disruptive or inappropriate behaviour continue.	
Inappropriate behaviour of parent/carers or siblings	Clear guidance shared with parents/carers through Responsible User Agreement. Teacher joins the meeting first to ensure they have 'host' controls through Teams.	

	Supporting member of staff to remove pupils/students/parents/cares from the classroom if necessary.	
Children are able to access the meeting before/after the teacher has left.	Teachers to set up host controls each lesson and ensure they open the meeting 30 mins prior to the lesson starting. Pupils/students admitted to the meeting can be identified as class members.	Principals to publish 'expectations' to communicate with staff procedures to follow for the setting up of live lessons.
Health, Safety & Equality		
Pupils/students access too much on-screen learning	Live sessions are kept to a reasonable length, appropriate to the age of year group being taught. Pupils/students are offered a variety of lesson delivery including live, pre-recorded and off-screen activities. Principals/Leadership Team monitor adherence to the Remote Learning Policy through drop-ins. Teachers produce a weekly timetable identifying times for live lessons – this is shared with the principal by 9am on the Monday of each week. Principals to monitor variety of learning activities set through Google Classroom and share best practice.	Promoted through mental health awareness/ PSHE curriculum.
Pupils/students / students are more exposed to online risks	Pupils/students / students have spent more time on technology during lockdown. This may have been unmoderated and unfiltered, increasing likelihood of ▪ Exposure to threats and harms ▪ Wellbeing related issues. Without access, some children may be disadvantaged or isolated from their groups and peers	https://swgfl.org.uk/coronavirus/ Families without access to suitable devices have been loaned laptops to access remote learning. We will work with families if they do not have internet access.
Staff are not confident in use of remote learning technology	Teams Champion assigned in each academy who attends weekly trust-wide meetings in order to disseminate training and best practice in each academy.	

	Opportunity to join Google Classrooms / Teams in other ACET academies to observe/ identify best practice.	Weekly ACET triad support meetings
Data Protection		
Data held without parent/carer consent	Access and retention procedures are outlined in the Data Protection Policy addendum. Recordings are stored for 6-9 months – medium retention. Parents/carers are informed of live lessons being recorded at the start of each lesson. Written records of any safeguarding disclosures are kept securely.	
Vulnerable pupils/students attending the academy are identified on camera	Only the teacher delivering the remote lesson will have a camera on.	

Appendix 2 - Remote Learning: Parental Agreement

Having read the “Remote Learning: Responsible User Agreement for Pupils/students” with your child, please read this document carefully.

During academy closure remote learning resources to support pupils/students/students with learning are available.

- Google Classroom - most remote learning resources provided by the academy are located here
- Additional remote learning resources can be accessed on the BBC and Oak National Academy websites

Parental consent is needed to enable pupils/students/students to take part in any online home learning sessions where there is live interaction with a teacher or other pupils/students/students.

To facilitate remote learning using online which includes interactive lessons, parents are asked to:

1. encourage, support and monitor your child's work.
2. find them an appropriate place to work with minimal distractions.
3. if the interactive lesson is being delivered via Teams ensure your child has their camera always turned off and their microphone unless directed for it to be turned on the staff member.
4. ensure that use of the 'chat' or 'comments' feature is only as directed by the teacher
5. ensure pupils/students/students know not to record any sessions or share any comment about lessons, teachers or remote learning on public forums
6. not to participate in the lesson.

Appendix 3 - Responsible User Agreement for Pupils/Students

I take responsibility for my use of technology when I use remote learning. This means:

I am responsible for all my actions and behaviour online

I will discuss how I will be using technology for online learning with my parents / carers and let them know when I will be online for this

I will not reveal my password(s) to anyone

I will not share links to online meetings, meeting codes or other electronic resources provided by the school with anyone outside of _____ Academy

I will use technology and school resources as directed by my teachers

I will not deliberately browse, download, upload or forward any material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it to my teacher and a parent/carer

I understand that I must not create, share, or view inappropriate images or videos, including those generated using AI (such as deepfakes)

I will report any concerns about inappropriate content, including AI-generated content, to my teacher or a trusted adult immediately

I understand that misinformation, disinformation (including fake news), and conspiracy theories can be harmful, and I will check information with my teachers or parents/carers if I am unsure

As far as possible, I will be online punctually for home learning sessions. I will take part and complete work to the best of my ability

I will take part in remote learning sessions in a suitable environment

If the interactive lesson is being delivered via Teams, I will keep my camera turned off for the duration of the lesson

I will give feedback to my teachers on my experiences, make any relevant suggestions and report technical problems to my teacher @ _____

I will follow the existing rules for behaviour in class, so I will make sure that all communications with teachers and fellow pupils/students are sensible and considerate and I will use appropriate language. This also means that I will not be using any phone or other smart device for other purposes during sessions, such as using social media or listening to music.

I will not record, take photos or video my teachers during lessons delivered by Teams.

If the interactive lesson is being delivered by Teams, I will sign out of the lesson promptly at the end or when requested to do so by my teacher

I will not share any transcripts or recordings of lessons made by my teachers with anyone outside _____ Academy, except parents/carers.

I understand that when using online learning resources my use can be monitored and logged by the school and can be made available to my teachers.

I understand that these rules are designed to keep me safe and help me learn as well as I can. I also understand and accept that if they are not followed, the academy may inform my parents/carers and apply serious sanctions, and I will be removed from the live lesson.

Appendix 4 - Safeguarding guidelines and considerations whilst using online platforms for remote learning using Teams

Safeguarding remains the key priority of all staff. These guidelines are designed to safeguard the pupils/students and yourself. It is essential that you follow these guidelines.

Only_____ Academy pupils/students/students should be invited into live lessons on Teams.

Only use Teams which has been approved by school for face-to-face online lessons and only access this using your school email account to log in

If delivering from home you should be in appropriate areas, for example, not in bedrooms; and the background should be neutral or blurred. Staff and children must wear suitable clothing, as should anyone else in the household.

Be aware of online safety risks during remote learning, including:

Misinformation and disinformation (including fake news)

Conspiracy theories

Exposure to inappropriate content (including AI-generated content)

Contact risks from unknown individuals

Conduct risks including cyberbullying and online harassment

Commerce risks including exposure to inappropriate advertising (KCSIE 2026, paragraph 158)

Be alert to signs that pupils/students may be experiencing mental health problems during remote learning, including:

Withdrawal from participation

Changes in behaviour or mood

You should have read and be familiar with the school's policies on safeguarding (including the new appendix to the policy covering safeguarding during school closure.

If a parent/carer, student or member of staff raises a concern about the lesson the school will follow the managing allegations against staff policy, including where appropriate, referral to the LADO.

Pupils/students/students should attend your live lesson with their microphone and camera turned off. Student may turn on their microphone only if directed by the teacher in order to answer a specific question. If there are any issues the student should be removed from the live lesson and reported immediately to the year team

If you have any worries about the pupils/students/students, their emotional health, safety and wellbeing following a live lesson report these through the usual safeguarding procedure

The only screen which should be shared is the teachers.

Wait for all pupils/students to leave the meeting before closing it. If any pupils/students remain then remove them before closing the meeting.

For the purposes of safeguarding, all sessions should be recorded and saved.

Staff must only use platforms provided by the trust to communicate with pupils/students/pupil.