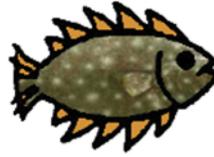


Flookburgh CofE Primary School



Together, we believe, anything is possible

This Addendum must be read in conjunction with the School's own Online Safety Policy, brought to the attention of those currently employed or volunteering in the school and shared with those individuals upon induction to the setting. It should be available to parents and displayed on the school website.

FLOOKBURGH CE PRIMARY SCHOOL

ONLINE SAFETY POLICY & PROCEDURES – COVID-19 ADDENDUM

January 2021

Approved by	
Name:	Mrs Gill Pett
Position:	Headteacher
Signed:	<i>G Pett</i>
Date:	January 2021
Proposed review date:	IN RESPONSE TO FUTURE UPDATED GUIDANCE

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1 Introduction

This addendum has been created following DfE guidance [Actions for schools during the coronavirus outbreak](#), [Actions for Early years and childcare providers](#) and [Actions for Special schools and other specialist settings](#) and applies to all schools (mainstream and alternative provision): primary, secondary (including sixth forms), infant, junior, middle, upper, school-based nurseries and boarding schools. Independent schools are expected to follow the same control measures in the same way as state-funded schools.

It is an addendum to the School's Online Safety Policy and procedures and must be read in conjunction with the Online Safety Policy, Whole School Behaviour Policy and (for staff and other adults) the Code of Conduct for Staff and Other Adults (including the Addendum to these). The school's Online Safety Policy along with this Addendum must be available on request and must be read and understood by all those individuals involved in providing remote education children and young people in the school.

All staff have a responsibility to be aware of systems within their school which support safeguarding and any temporary amendment to these will be explained to them by senior managers. This includes the school's Child Protection Policy and procedures, the school Code of Conduct or Staff Behaviour Policy, the Online Safety Policy and the associated Acceptable Use Agreements.

2 Context

From 20 March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the Covid-19 response - who absolutely need to attend.

From 01 June 2020, schools were asked to open to more pupils in addition to the children of key workers and those who are deemed vulnerable.

From the beginning of the autumn 2020 term, all pupils, in all year groups, should return to school full-time.

During periods of National Lockdown, colleges, primary (reception onwards) and secondary schools will remain open for face to face provision to [vulnerable children and young people and the children of critical workers](#) only. All other children will learn remotely. Early years provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours. This includes early years registered nurseries and childminders, maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites. Only vulnerable children and children of critical workers should attend on-site reception classes. This is the default position for all areas irrespective of national lockdown restrictions.

Despite the changes, **our Online Safety Policy is fundamentally the same** with this addendum setting out some of the adjustments we are making in line with the altered arrangements and following advice from government and local agencies.

This Addendum will be reviewed regularly as the nature of the pandemic and local or national responses that involve remote education, or government guidance on how we should operate significantly changes.

Some settings will have additional responsibilities arising from their regulation e.g. EYFS settings, or Special Schools as a result of their responsibility for young people over the age of 18.

Once adopted, this Addendum may be referred to in any disciplinary proceedings following unacceptable action by staff or other adults.

3 The NHS Covid-19 App

The [NHS COVID-19 app](#) ('the app') is available to download by anyone aged 16 or over and is designed to complement the UK's Test and Trace services by automating some aspects of the process of contact tracing and help slow the spread of Covid-19 by alerting people who may have been exposed to infection so that they can take action.

Staff, volunteers, and visitors aged 16 or over will be able to use the app.

In line with DfE guidance: [‘Use of the NHS COVID-19 app in schools and further education colleges’](#), we will take steps the following steps.

3.1 Familiarise staff with the app

Staff are not required to download and use the NHS Covid-19 app.

Staff are expected to know what the app is, how it works, and their role in managing school/academy policy about it and the procedures they might need to trigger because an app notification has been received as outlined throughout Section 3.

The app has 6 key features designed to help reduce personal and public risk:

- **Trace** – alerts the individual if they were in close contact with a confirmed case
- **Alert** – provides the individual with the risk level associated with coronavirus (COVID-19) in their local area, based on the postcode district they enter
- **Check in** – allows the individual to check in to locations via the app and official NHS QR codes
- **Symptoms** – allows the individual to check symptoms against government guidance and to get advice
- **Test** – allows the individual to order a free test and to receive results and advice via the app
- **Isolate** – provides an isolation ‘companion’, which counts down how many days they have left to isolate and provides links to useful advice

The app uses Bluetooth low energy to anonymously assess the distance, over time, between people who have downloaded it, so the device needs to be switched on and Bluetooth enabled.

If an individual with the app tests positive for Covid-19, the app will ask them to allow those that they have been in contact with to be alerted. If the user allows it to, the app will then alert relevant individuals if they have been in close contact with a positive case. ‘Close contact’ is based on an algorithm, but generally means an individual that has been within 2 metres of someone for 15 minutes or more. Individuals are not informed who the positive case is.

It is possible to pause the contact tracing function (‘trace’) in the app. While paused, the phone and Bluetooth remain on, but the phone does not record contacts. Pausing contact tracing is only recommended in 3 situations:

- when an individual is not able to have their device with them e.g. it is in a locker or communal area (to avoid the app picking up contacts when the individual is not with their phone)
- when an individual is working behind a perspex or equivalent screen, fully protected from other colleagues and members of the public (because they are considered to be adequately protected from contracting Covid-19)
- staff in a health or care setting where they are wearing medical grade PPE e.g. a surgical mask (because they are considered to be adequately protected).

Further information about how the app works is available on the [NHS COVID-19 app support](#) page, alongside frequently asked questions for younger users.

We have information about the app and how it works here in our Policy Addendum with links to government web pages where staff should be able to get any updated information from and we have told staff about it and can remind them by email and through information of the O365 SharePoint for All Staff.

3.2 The app and how we will manage a positive case or outbreak

The app does not in any way affect our process for ensuring we are aware of a positive case in line with the DfE [guidance for full opening for schools](#) and as set out in our Full Opening Risk Assessment on our All Staff O365 SharePoint sites.

If we become aware that a pupil or member of staff has received a positive test result for Covid-19, we will contact our local health protection team in the first instance.

We can also use a new Public Health England service, delivered by the NHS Business Services Authority, if we need support on the action we should take. To access this, we call the DfE Covid-19 helpline (Monday to Friday from 8am to 6pm and 10am to 4pm on Saturdays and Sundays) on 0800 046 8687 (option 1).

The app complements, rather than replaces, existing processes.

3.3 The app's 'Trace' feature and existing processes

Use of the app does not replace any requirements of individuals that we already have in place to social distance, report positive cases to us, or any other measure we have implemented to try to reduce the risks of Covid-19 to the school/academy community. Neither does the app change the processes of national or local escalation if there positive cases linked to education settings.

Staff, other adults working with us, and pupils [delete if pupils are not 16+] could receive a notification via the app that they have been in close contact with a confirmed case and should therefore self-isolate. Close contacts are likely to have taken place at least 1-2 days previously. The app uses the minimum amount of personal data possible, which means it will not know if that contact took place during school/academy activities.

[Delete if pupils are not 16+] All pupils, in particular those who are under 18, will be instructed to inform a member of staff if they receive a notification that they have been in contact with a positive case. To support this, the notification itself will advise them that if they are under the age of 18, they should show the message to a trusted adult and self-isolate. All staff have been briefed on what to do and the staff member will then trigger our agreed procedures for making appropriate arrangements for the student to go home at the earliest opportunity to begin self-isolation.

If the affected pupil is a child in care, a care leaver or adopted, we will inform the virtual school head, who can then ensure appropriate professionals are also alerted.

Staff and other adults who work with us using the app are instructed to follow our agreed procedures for making appropriate arrangements for them to go home at the earliest opportunity to begin self-isolation.

There are times when the app's Trace feature should be turned off, but the device and Bluetooth be left on as described in Section 3.1 above.

Staff who manage activities where support staff, visitors, or pupils aged 16+ must not carry their phones on their person e.g. PE, will remind the relevant people to turn off the app's Trace feature for the duration of the session they are not with their phone and to turn it on again when they reunited. This is to avoid the app misidentifying close contacts and because the reminder function on the app can only be set to 4, 8, or 12-hour intervals not the length of a lesson.

We have considered the impact on the continuity of education that we can provide if a number of staff members are informed at the same time that they have been in close contact with a positive case, and the action we will need to take.

When an individual contacted by the app needs to self-isolate because they have been in contact with someone who has received a positive test result and not because they are symptomatic of or have received a positive test result for Covid-19 themselves, we do not need to take any further action (like closing bubbles), unless the student or member of staff goes on to become a confirmed case later.

3.4 How the app relates to Online Safety Policy decisions

In line with our policy decisions, all staff have not downloaded the app as all staff are required to have their phones switched off when on the school site. Manual contact tracing through NHS Test and Trace will continue to be used when a positive case is identified in an education setting and local health protection teams will continue to support settings if an outbreak is confirmed.

3.5 Expectations of students – N/A

3.6 App use by members of the public – N/A

4 Online Safety and Remote Education

Any restrictions on education would only be as a last resort and may only be initiated following a ministerial decision such as during a National Lockdown or when the Contingency Framework is implemented - refer to the [Contingency framework: education and childcare settings \(excluding universities\)](#). In the very unlikely event that evidence supports limiting attendance in primary schools or early years settings, DfE may advise that only vulnerable children and children of critical workers should be allowed to attend schools. In secondary schools, this may also include pupils in Yrs 11 & 13 and those taking exams this academic year. In special schools and alternative provision, during periods of National Lockdown and where the contingency framework is implemented, all pupils should continue to attend and whilst attendance is encouraged, it will not be mandatory and parents will not be penalised if their child does not attend.

We will be aware of current guidance including in relation to any national lockdown, the [Contingency framework](#) and [COVID-19 contain framework: a guide for local decision-makers](#) in particular Annexe 2: Powers to impose restrictions on settings and members of the public and ensure plans are in place to meet the educational needs of students who are self-isolating or are shielding following government advice during periods of national lockdown or should the Contingency framework be implemented when face to face provision is limited to vulnerable children and those of critical workers.

Our Policies, procedures and supporting documents like our Acceptable Use Agreements have been reviewed to ensure they reflect how we will manage remote education and that they remain appropriate and useful for keeping people safe online during a pandemic.

- For individuals or groups of self-isolating pupils and pupils who are shielding following government advice and during periods of national lockdown or when the Contingency framework is implemented when face to face provision is limited to vulnerable children and those of critical workers, remote education plans will be in place. These will meet the same expectations as those for any pupils who cannot yet attend school at all due to Covid-19 in line with the [Remote Education Temporary Continuity Direction](#).
- Plans have been developed to ensure these can be staffed and managed.

4.1 Remote education expectations

- Where a class, group or small number of pupils need to self-isolate and during periods of national lockdown or when the Contingency framework is implemented, we will ensure we have the capacity to offer immediate (by the next school day) remote education to those students at home and consider how to continue to improve the quality of our existing curriculum, for example through technology and have a strong offer in place for remote education provision.
- Our Emergency/Contingency Plan(s) will be reviewed/updated to reflect our plans to meet the educational needs of students should schools be advised to temporarily close (local lockdown). This must enable us to:
 - select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If we do not have an education platform in place, we can access free support at [Get help with technology for remote education during coronavirus \(Covid-19\)](#);
 - overcome barriers to digital access for pupils by:
 - distributing school-owned laptops accompanied by a user agreement or contract;
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

- it may also be that some pupils who have difficulty engaging in remote education may be considered to be [vulnerable children](#), and therefore eligible to attend provision in person. This is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors;
 - have systems for checking, at least weekly, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern;
 - identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education;
 - publish information for pupils, parents and carers about our remote education provision on our website by 25/01/21 – an [optional template](#) is available to support schools with this expectation.
- When teaching pupils remotely, we will:
 - set meaningful and ambitious work each day in a number of different subjects;
 - provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
 - KS1: 3 hours a day, on average, across the school cohort, with less for younger children;
 - KS2: 3-5 hours a day;
- Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content. We will:
 - consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources;
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion;
 - providing scaffolded practice and opportunities to apply new knowledge;
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate;
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge;
 - avoiding an over-reliance on long-term projects or internet research activities.
- We will consider the above in relation to the pupils' age, stage of development and/or special educational needs, e.g. where this would place significant demands on parent's help or support.
 - Younger children in KS1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Digital means will not therefore be solely used to teach these pupils remotely.
 - We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so we will work with families to deliver an ambitious curriculum appropriate for their level of need.
 - Schools and families can request free mobile data increases for students without broadband and/or who can't afford extra data for their device during lockdown. Three, Smarty, Virgin Mobile, EE, Tesco Mobile, O2 and Sky Mobile are all taking part in the scheme. Refer to [data increase initiative for children](#).
 - If speaking to families whose children are struggling to access online learning because they don't have a device at home, a quick fix is available to those with PlayStation or Xbox game consoles. All recent PlayStations and Xbox games consoles have just about everything required to act like a computer: an internet connection, ports for connecting keyboards and mice, and even web browsers. We will share this with families as appropriate. Full instructions can be found on the TES website: [how to use Xbox or PlayStation for online learning](#).

To identify new or higher risks associated with remote education, people whose risks have changed, and ways risks can be reduced, knowledge of our school was used with information and advice published by the government, our Local Authority and a range of respected regional or national bodies who consult with the [UK Council for Internet Safety](#) regarding online safety like the [Safer Internet UK](#) partners and the [NSPCC](#).

The main issues to address (refer to Sections 4.2 and 4.3 below) are:

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

4.1.1 Special educational needs

- For pupils with SEND, teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating.
- The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.
- We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- Where a pupil has provision specified within their EHC plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, e.g. if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, e.g. online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

4.1.2 Vulnerable children

- Where individuals who are self-isolating or otherwise not attending school are within the definition of vulnerable, it is important that we put systems in place to keep in contact with them, offer pastoral support and check they are able to access education support.
- When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). We will then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.
- We will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

4.2 Equality of access to remote education

If we need to participate in the [DfE Laptops for Disadvantaged Children Programme](#) because we have or gain [eligible children who cannot attend school due to Covid-19](#), we will liaise with the named Technical Contact in our Local Authority that manages the devices schools get through the Programme and ensure the [online safety support materials](#) available to buy at the same time (or similar resources of the same quality) will be distributed. We will also take reasonable steps to support as healthy and secure a workstation set-up at home as circumstances allow.

Before distributing devices, we will ensure:

- They are set up to access remote education (through existing systems or through [The Key for School Leaders](#) grant offer for free set up of G Suite for Education or Office 365 and Teams for Education).
- Appropriate [safeguarding controls and support](#) are in place to help children and families use devices safely.

- Help and support with technology is available to us to do all this successfully through DfE guides [Get help with devices](#) and [Get help with technology](#), and the [EdTech Demonstrator Programme](#), which provides access to a network of schools and colleges who are already using remote education technology resources.

Information is or will be made available to parents and carers who need it about:

- How we run our device loan scheme with devices from the DfE Programme, who owns the devices, responsibilities of borrowers, how we deal with loss, theft or damage, and repair or replacement arrangements for faulty devices under warranty.
- Connectivity support available for disadvantaged children through [free BT Wi-Fi hotspots](#) and [increased mobile data allowances](#).
- Support for children with special educational needs and disabilities available from the [Family Fund](#)
- DfE [online education resources for home learning](#), and other online activities and resources to support remote education.
- DfE [Coronavirus \(COVID-19\): support for parents and carers to keep children safe online](#) when setting up and using technology for remote learning.
- [Video Conferencing for Kids: Safeguarding and Privacy](#).
- [How to use Xbox or PlayStation for online learning](#).

During periods of remote education we will rely on [teaching resources](#) recommended by the government, professional associations and other specialists in education. We will also follow government [examples of remote teaching practice](#) and guidelines on their use i.e. that they do not replace our properly planned curriculum.

4.3 Safeguarding during remote education

We recognise the additional risks to pupils associated with being online more than before the pandemic helpfully summarised by the South West Grid for Learning (SWGfL) [report](#).

We also recognise additional risks for staff, especially those facilitating remote learning via video links that may impact other people in their household or community as well. As set out in the [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#) guidance, online education should follow the same principles set out in our staff code of conduct which has been updated to reflect expected good remote education practice.

We will follow relevant government [safeguarding guidelines](#) and make use of recommended technical tools and guides to help us deliver remote education safely from organisations like [The Key for School Leaders](#), and education and child protection specialists like [SWGfL](#), [London GfL](#) and the [NSPCC](#).

In addition to the updated codes of conduct, staff, pupils (or due to their age and ability, the adults supporting them), parents, carers, and to some degree, virtual or in-person visitors using online technology for education purposes or school business are expected to (with examples of support):

4.3.1 Check security and privacy settings

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

4.3.2 Act regarding unsuitable content

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

4.3.3 Protect against fraud

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

4.3.4 Check the Facts

Use the [SHARE checklist](#) to make sure they are not contributing to the spread of harmful content e.g.

- Source - make sure information comes from a trusted source
- Headline - always read beyond the headline (use the NewsGuard [free tool](#) to help identify fake news).
- Analyse - check the facts (use the Ofcom [Cutting Through the COVID-19 Confusion](#) webpages, check claims about COVID-19 at [Full Fact](#) and find reliable information from www.gov.uk/coronavirus).
- Retouched - does the image or video look as though it has been doctored?
- Error - look out for bad grammar and spelling

4.3.5 Stay physically and mentally healthy online

Whether staff or pupils are working, learning or playing online, they should take regular breaks and use tools like [Apple’s Screen Time](#), [Google’s Family link](#), [Xbox One](#), [Playstation 4](#), [Nintendo Switch](#) if necessary to manage screen time, especially:

- if they’re feeling overwhelmed, perhaps limiting the time spent watching, reading, or listening to coverage of the outbreak, checking in at set or just a few times a day
- if they’re feeling physical discomfort like aches, pins and needles, pain, strain, headaches; or
- if they need to be more physically active outdoors.

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

Staff are also expected to:

- Provide information about their temporary home working environment insofar as it might impact on their physical health, or the safeguarding of learners or their own household.
- Act appropriately on feedback and use any necessary online or cyber tools provided.
- Provide information about the technology they use at home to get online i.e. to ensure compatibility with school systems, especially cyber security measures involved in accessing sensitive data like medical, behaviour or performance information on school servers remotely.

- Implement relevant guidance on safe teaching and pastoral care from their home e.g. what is in the background of recorded or live streams, what is visible on shared screens, what can be heard by others in a household etc.
- Pay special attention to how they protect personal data at home.

4.3.6 *Keep talking about staying safe online*

Which we can do by:

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

4.4 **Additional Guidance**

Further guidance can be accessed at:

- [Online safety and safeguarding](#), published by LGfL which covers safe remote learning
- The National Cyber Security Centre, on [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#) Annex C of [keeping children safe in education](#)
- School-led [Remote education webinars](#) and resources intended to share good practice. This is in addition to the video lessons offered by the sector-led Oak National Academy and other providers of quality education resources.
- [Remote education good practice guide](#) should be used by staff responsible for the curriculum and its delivery in schools. It offers suggestions to help schools meet the expectations for remote education set out in the [guidance for full opening](#). These suggestions are non-statutory.
- [Adapting teaching practice for remote education](#) – a guide to adapting practices to best meet the needs of pupils.
- Schools should also review the [Contingency framework for education & childcare settings](#) (the DfE guidance about planning for local restrictions) and the [Contingency Framework – Implementation Guidance](#).
- [Guidance on staying safe online](#) which includes information on security and privacy settings.
- [Remote Education Temporary Continuity Direction: explanatory note](#). – this makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to COVID-19. This came into effect from 22/10/20.
- [Providing remote education information to parents: template](#).