



WARLINGHAM PARK SCHOOL

Remote Learning Policy

Member of staff responsible: Head

Date: January 2025

Review: Spring 2027

References:

Safeguarding and remote education during coronavirus (COVID-19)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Safeguarding during Remote Learning & Lockdowns (LGfL)

<https://coronavirus.lgfl.net/safeguarding>

Remote Working a guide for education professionals (SWGfL)

<https://swgfl.org.uk/assets/documents/educational-professionals-remote-working.pdf>

Guidance for Safer Working Practice - Addendum inc. Remote Learning (SRC)

<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-2.pdf>

School Online Safety Policy Templates (SWGfL)

<https://swgfl.org.uk/resources/online-safety-policy-templates/>

Safeguarding Risks with Zoom (PracticePal)

<https://practicepalmusic.com/img/safeguarding-comp.pdf>

Zoom for Education: Top 10 Frequently Asked Questions (Zoom)

<https://blog.zoom.us/zoom-for-education-top-10-frequently-asked-questions/>

Zoom Basics - Using Zoom for Classes and Meeting (Steve Dotto/YouTube)

<https://www.youtube.com/watch?v=s5VU8cmEnTs>

Live Streaming (Childnet)

<https://www.childnet.com/teachers-and-professionals/hot-topics/livestreaming>

Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

A Guide to Safe Remote Learning in Education (Wigan Safeguarding Partnership)

<https://www.wiganlscb.com/Docs/PDF/Professional/A-Guide-to-Safe-Remote-Learning-in-Education.pdf>

Developing digital leadership – March 2020 (Edtech UK/ISC) [Especially the documentation from Kellet School, Hong Kong]

<https://0ba.288.myftpupload.com/wp-content/uploads/2020/02/Developing-Digital-Leadership-Bulletin-CoronaVirus.pdf>

Video conferencing services: security guidance for organisations (National Cyber Security Centre)

<https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations>

1. Statement of School Philosophy

Warlingham Park School (WPS) has always strived to be creative, innovative and support our parents & children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

2. Aims

This Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support.
- Consider continued education for staff and parents.
- Support effective communication between the school and families and support attendance.

3. Who is this policy applicable to?

- Registered pupils whose education at the school is wholly paid for out of public funds received by the school.
- All pupils in the event of a national lock down.
- A child (*and their siblings if they are also attending WPS*) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to COVID-19 related reasons but is not applicable if the child themselves is showing symptoms.

4. Content and tools to deliver this Remote Learning Plan

Resources to deliver this Remote Learning Plan include:

- Online tools for EYFS, KS1, KS2 (*such as Family, Class Dojo, Teams, Atom Learning as well as for staff CPD*)
- Use of recorded video
- Live stream for start of day registration and assemblies
- Phone calls home
- Hardcopy resources (textbooks and class novels)
- Athletics, Reading Eggs, , Discovery Espresso, Discovery Coding ATOM

Our aim is to deliver our usual curriculum across all ages, livestreaming the majority of lessons according to the children's class timetables. This will include assembly and form time. Accommodations for subjects such as Drama (which may be exchanged for an additional English

lesson), Art (which is resource dependent) and PE will be made which may include pre-recorded lessons.

5. Home and School Partnership

WPS is committed to working in close partnership with families, and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

WPS will provide a refresher online training session or induction for pupils on how to use online resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. WPS recommend that each 'school day' maintains structure.

We encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes on-safety rules and this applies when children are working on computers at home. Pupils in Y4-6 will also be required to read, understand and sign the 'Use of Breakout Rooms' agreement.

6. Roles and responsibilities

Teachers

WPS will ensure each teacher is provided with an iPad or laptop in order to carry out their duties, WPS will provide a refresher training session and induction for new staff on how to use online platforms.

In preparation for a potential lockdown, teaching staff will ensure all pupils are familiar with the use of online platforms and will set homework at least twice a week using these platforms, pre lockdown.

When providing remote learning, teachers must be available between 8.30am and 3.30pm.

If teachers are 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 are responsible for:

- Setting work:
 - i. Teachers will set work for the pupils in their classes.
 - ii. The work set should follow the usual timetable for the class had they been in school, wherever possible
 - iii. School work will be shared the Form (or subject) teacher
 - iv. Teachers in Nursery and Reception will use Family. Years 1 – 6 will use Class DoJo as well as mirroring the School's use of Teams

- Providing feedback on work:
 - i. As per the marking policy

- Keeping in touch with pupils who are not in school and their parents:
 - i. If there is a concern around the level of engagement of a pupil, parents should be contacted via email or phone to assess whether school intervention can assist engagement
 - ii. Parents may directly email the Form Tutor
 - iii. Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL; for any attendance concerns, refer to the Attendance Champion.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and pupils and parent feedback
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

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- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Head and external agencies (where applicable) to make any alternate arrangements for pupils with EHC plans.
- Identifying the level of support needed by WPS pupils and advising the teaching staff accordingly.

Pupils and parents

Pupils will be provided with a iPad, where reasonably possible, to participate in remote learning.

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

Governing Board

The governing board is responsible for:

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

7. Links with other policies and development plans

This policy is linked to our:

- Child Protection and Safeguarding policy (see also COVID-19 addendum to Safeguarding)
- Behaviour policy
- Online safety acceptable use policy (within Safeguarding)
- Health and Safety policy

Appendix 6

- **COVID-19 school closure arrangements for Safeguarding and Child Protection at Warlingham Park School**
- **School Name: Warlingham Park School**
- **Policy owner: Head and DSL**
- **Date: Updated March 2025**

1. Context

From 20th 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. Whilst this addendum is not currently in use and some of the information is historic, it can be reinstated in the event of a similar pandemic. Key contacts are as at the current date.

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

This addendum of the Warlingham Park School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1. Context	1
2. Attendance monitoring	2
3. Designated Safeguarding Lead	2
4. Reporting a concern	3
5. Safeguarding Training and Induction	3
6. Safer recruitment/volunteers and movement of staff	4
7. Online safety in schools and colleges	4
8. Children and online safety away from school	5
9. Supporting children not in school	5
10. Supporting children in school	6
11. Peer on Peer Abuse	6

2. Key contacts (updated as at 2025)

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• Role	• Name	• Job Title	• Email
• Designated Safeguarding Lead (DSL)	• Andrea Shepherd	• Deputy Head	• ashepherd@warlinghamparkschool.com •
• Deputy Designated Safeguarding Lead (DDSL)	• Annie Ingrassia	• Head	• headteacher@warlinghamparkschool.com • • •
• EYFS DSL	• Claire Giles	•	• cgiles@warlinghamparkschool.com •
• Chair of Governors	• David Tidmarsh	•	• david@inspiredlearninggroup.co.uk •
• Safeguarding Governor	• Carrie Askew	•	• operations@inspiredlearninggroup.co.uk •

2. Attendance monitoring

- Education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. However, we will continue to monitor the attendance of children at the daily video sessions. The Attendance Champion will follow up any attendance concerns.
- If Warlingham Park School has any children in attendance (e.g. because their parent(s) are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>
- If the school has closed, we will complete the return once as requested by the DfE.
- To support the above, we will, when communicating with parents, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

3. Designated Safeguarding Lead

- Warlingham Park School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.
- The Designated Safeguarding Lead is: Andrea Shepherd
- The Deputy Designated Safeguarding Lead is: Annie Ingrassia
- The Early Years Designated Safeguarding Lead is: Claire Giles
- The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or email - for example when working from home.
- Where a trained DSL (or deputy) is not on site, in addition to the above, a designated member of staff will assume responsibility for co-ordinating safeguarding on site.
- It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.
- The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

4. Reporting a concern

- Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a written report.
- Staff are reminded of the need to report any concern immediately and without delay.
- Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher by email. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.
- Concerns around the Headteacher should be directed to the Chair of Governors or the Safeguarding Governor.

- The DSL team will continue to offer support in the process of managing allegations.

5. Safeguarding Training and Induction

- DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.
- For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.
- All existing school staff have had appropriate safeguarding training and have read the latest version of Keeping Children Safe in Education (KCSIE). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.
- Where new staff are recruited, or new volunteers enter school, they will continue to be provided with a safeguarding induction.
- If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-
 - the individual has been subject to an enhanced DBS and children's barred list check
 - there are no known concerns about the individual's suitability to work with children
 - there is no ongoing disciplinary investigation relating to that individual
- Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

6. Safer recruitment/volunteers and movement of staff

- It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in Keeping Children Safe in Education (KCSIE).

- In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
- If staff are deployed from another education or children’s workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-
 - the individual has been subject to an enhanced DBS and children’s barred list check
 - there are no known concerns about the individual’s suitability to work with children
 - there is no ongoing disciplinary investigation relating to that individual
- Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in the relevant paragraphs of KCSIE. Under no circumstances will a volunteer who has not been checked 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.
- We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA’s ‘Teacher misconduct advice for making a referral.
- During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk
- Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Warlingham Park School will continue to keep the single central record (SCR) up to date as outlined in relevant paragraphs in KCSIE.

7. Online safety in schools and colleges

- Warlingham Park School will continue to provide a safe environment, including online. This includes the use of an online filtering and monitoring system.
- Where students are using computers in school, appropriate supervision will be in place.

8. Children and online safety away from school

- It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.
- Online teaching should follow the same principles as set out in the school code of conduct.
- Warlingham Park School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- Below are some things to consider when delivering virtual lessons, especially where webcams are involved:
 - No 1:1s, groups only – the exception to this are instrumental lessons and a parent must be present for the duration of the lesson
 - Staff and children must wear suitable clothing, as should anyone else in the household.
 - Any computers used should be in appropriate areas, for example, not in bedrooms
 - The live class should be recorded so that if any issues were to arise, the video can be reviewed.
 - Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
 - Language must be professional and appropriate, including any family members in the background.
 - Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils.
 - Staff should record, the length, time, date and attendance of any sessions held.

9. Supporting children not in school

- Warlingham Park School is committed to ensuring the safety and wellbeing of all its children.
- Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.
- Details of this plan must be recorded, as should a record of contact have made.

- The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.
- Warlingham Park School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.
- This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.
- Warlingham Park School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at the school need to be aware of this in setting expectations of pupils' work where they are at home.

10. Supporting children in school

- Warlingham Park School is committed to ensuring the safety and wellbeing of all its children.
- The school will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.
- We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.
- We will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded.
- Where we have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will evaluate whether it is safe to keep the school open for children of Key Workers.

11. Peer on Peer Abuse

- Warlingham Park School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

- Where a school receives a report of peer on peer abuse, they will follow the principles as set out in KCSIE and of those outlined within the Child Protection and Safeguarding Policy.
- The school will listen and work with the young person, parents/carers and any multi-agency partners required to ensure the safety and security of that young person.
- Concerns and actions must be recorded and appropriate referrals made.