


MS Teams Live Lessons Children's Protocols – February 2021

This is a guide to our protocols for AUDIO and AUDIO/VIDEO live lessons at Woodnewton. It is essential that every child follows the protocols set out.

- Children must only join Teams following the link placed within their class page/calendar.
- Parents must be in the room with the child but not visible (in a video call) or audible at any point in the session.
- Children must only join the lesson at the time specified by the teacher beforehand and when the teacher is on the call.
- Children must mute their microphones but keep their video on unless asked to unmute by the teacher.
- If a child has a question, they can raise their hand  in the call and type the question into the comments box. The teacher will try to answer it when appropriate.
- All comments made by children must be focused on the work and be relevant to the lesson being taught.
- Children must wait to be addressed by the teacher and for their turn to speak in a video call (if asked).
- Children must not talk over the teacher or their classmates (if asked to speak).
- Teachers can see the comments so children must write in an appropriate way at all times i.e. use academic English at all times.
- At no point should children take any form of recording or photo of the session. If it is found that this has happened, it will immediately be referred to the SLT and the child will face serious sanctions in line with our behaviour policy.
- Children and any parent in view must be in appropriate clothes and have a neutral (where possible) and appropriate background.
- Children must not be in a bedroom or have any siblings or other family members in the background - Parents are responsible for ensuring this is adhered to and children may not be able to join future sessions if this fails to happen.
- For safeguarding reasons, all live sessions will have at least two Woodnewton adults in them.

Behaviour System to Support these Protocols

Any child who doesn't follow our protocols will be subject to one or more of the following sanctions:

- The child(s) in question will be muted in the lesson by the teacher
- The child(s) in question will be removed from the lesson by the teacher. The SLT member on call will be notified and we will also contact home.
- If necessary, the lesson will be stopped and closed.
- Sanctions will follow the school's behaviour policy Live Lessons addendum

Woodnewton Live Lessons Behaviour Policy Addendum

This addendum to the Behaviour Policy, September 2019 is for use during the arrangements for education of children accessing learning resources from home during Covid-19 partial school closures. It is to be used in conjunction with, and read alongside, the full Behaviour, AntiBullying and Exclusion policy alongside our Child Protection policy.

Category	Dealt with by	Concern examples	Possible Action(s)
Stage 1	Virtual class teacher	<ul style="list-style-type: none"> · Minor disrespect or inappropriate behaviour below the expectations of acceptable behaviour within school during normal operation. · This could include rudeness, disrespect or not following instructions in a Teams lesson 	<ul style="list-style-type: none"> · Child should be given a warning and reminded of behaviour expectations while accessing remote study. · Telephone/email home. · Concern logged on CPOMS.

Stage 2	Assistant Principal	<p>Repeated instances of “Stage 1” or:</p> <ul style="list-style-type: none"> · A single use of offensive language (not towards staff) in a Teams lesson. · Abruptness towards staff in a Teams lesson or during a home phone call. 	<ul style="list-style-type: none"> · Telephone/email home. · Concern logged on CPOMS. · Temporary suspension from accessing school email. · Posting privileges removed from Teams. Child no longer allowed to post in the stream/comment on posts. Work is still able to be submitted. · Removed from Teams lesson and not allowed to re-join.
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Stage 3	Vice Principal	<p>Repeated instances of “Stage 2” or:</p> <ul style="list-style-type: none"> · A single use of offensive language towards staff. · Inappropriate comment about any member on any online platform or in a Teams lesson. · Any use of racist, homophobic, discriminatory, or bullying language/behaviour. · Any attempt to contact or “friend” staff on social media. · Any attempt to record a live lesson. · Any attempt to share photos or video recordings of lessons eg on social media platforms. 	<p>SLT may adopt one or more of the following actions:</p> <ul style="list-style-type: none"> · Phone call home. · Temporary suspension of child access to emails/learning platforms/Teams lessons. · Temporary daily contact via telephone to parent by SLT. · Online safety work to be undertaken by the DSL with the child in question before attending any future live lessons. · Logging of incidents on to CPOMS as applicable. · Implementation of personalised behaviour plan where necessary. · Referral to Principal if: 1) The issue would usually result in a fixed term exclusion. 2) If SLT believes that a referral to the police or another agency (MASH) is necessary. 3) Any comments towards a member of staff that could be construed as inappropriate or sexualised. 4) A continuation of problematic behaviour after SLT intervention.
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Stage 4	Principal	<p>Repeated instances of “Stage 3” or:</p> <p>Referral to Principal if:</p> <ul style="list-style-type: none"> · Issue would normally result in a fixed term exclusion. · If staff have indicated that a police or social services referral is necessary. · Any comment towards staff that could be construed as inappropriate or sexualised – no matter how minor it may seem. 	<p>SLT will carry out one/several of the following, in consultation with the Principal.</p> <ul style="list-style-type: none"> · Phone call home to discuss the issue with parent/carer and child. · Temporary/longer term/permanent suspension from learning platforms, emails or Teams lessons. · Work printed and paper copies sent home. · Daily contact via telephone to parents by the SLT. · Review with parents and agree an action plan before reinstating learning platforms and re-issuing school email access. · Log incident on CPOMS. · Implementation of personalised behaviour plan where necessary. · Referral to police and/or other key agencies such as social services.
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