



## Policy Title: **Live Online Lesson Policy**

Date of approval by Trust Board:	November 2022
Review Frequency:	Annually
Responsible for Day to Day Operation:	Principals
Responsible for Review:	E.Thomas (NEW) D.Kay (CLA) L.Shoreman (STB)

### **United Endeavour Trust**

EQUALITY CHECKED

This policy/procedure seeks to:

- ① Eliminate unlawful discrimination, harassment and victimisation
- ① Advance equality of opportunity between different groups
- ① Foster good relationships between groups
- ① Meet requirements under the Equality Duty
- ① Set Equality objectives which are specific and measurable



# Contents:

## [Statement of intent](#)

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Systems and technology](#)
4. [Safeguarding](#)
5. [Personal data](#)
6. [Pupil conduct](#)
7. [Staff conduct](#)
8. [Pupils with SEND](#)

## Statement of intent

At United Endeavour Trust, we understand the need to continually deliver high-quality education. We recognise the importance of maintaining high expectations in all areas of school life and ensuring all pupils have access to online lessons where required.

Through the implementation of this policy, we aim to address the key concerns associated with live online lessons, such as: systems and technology, safeguarding, conduct and accessibility.

This policy aims to:

- Minimise the disruption to pupils' education and delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high-quality lesson content.
- Protect pupils from the risks associated with using an online lesson platform through the internet.
- Ensure staff and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures are in place during live online lessons.
- Ensure all pupils have the provisions required to take part in live online lessons.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Data Protection Act 2018
- The General Data Protection Regulation (GDPR)
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2022) 'Keeping children safe in education'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2022) 'Working together to improve school attendance'

1.2. This policy operates in conjunction with the following school policies:

- GDPR Policy
- Child Protection and Safeguarding Policy
- Behavioural Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Staff Code of Conduct
- Pupil Code of Conduct
- Technology Acceptable Use Agreement – Pupils
- Technology Acceptable Use Agreement – Staff
- Records Management Policy

## 2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Evaluating the effectiveness of the school's remote learning arrangements.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the CEO.

2.2. The Principal in each academy is responsible for:

- Ensuring staff, parents and pupils always adhere to the relevant policies.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with live online lessons.
- Ensuring that there are arrangements in place for monitoring incidents associated with live online lessons.
- Ensuring that the school has the resources necessary to carry out the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis in conjunction with the governing board and communicating any changes to staff, parents and pupils.
- Arranging any additional training staff may be required to support pupils with live online lessons.
- Conducting weekly reviews of the live online lesson arrangements to ensure pupils' education does not suffer.

2.3. Staff members are responsible for:

- Adhering to this policy at all times during periods of live online lesson usage.
- Reporting any safeguarding incidents and concerns to the DSL and asking for guidance as appropriate.
- Taking part in training to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any defects on school-owned equipment used for live online lessons to the ICT technician.
- Adhering to the Staff Code of Conduct at all times.

2.4. The SENCO is responsible for:

- Liaising with the ICT technician to ensure that the technology used for live online lessons is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met during live online lessons and liaising with the Principal and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.

- Identifying the level of support or intervention that is required while pupils with SEND take part in live online lessons.
- Ensuring that the live online lesson provision put in place for pupils with SEND is monitored for its effectiveness while remote learning is undertaken.

2.5. The DSL is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings regarding live online lessons.
- Liaising with the ICT technician to ensure that all technology used for live online lessons is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they take part in live online lessons.
- Ensuring that child protection plans are enforced if vulnerable pupils take part in live online lessons.
- Identifying the level of support or intervention required while pupils take part in live online lessons and ensuring appropriate measures are in place.
- Assisting teachers with all live online lesson planning to ensure the correct safeguarding measures are in place.

### **3. Systems and technology**

- 3.1. Staff will be told to only download software for live online lessons from a trusted source, e.g. Apple App Store, Google Play or the provider's official website.
- 3.2. The ICT technician will maintain the best provider (Microsoft Teams) to use for live online lessons, considering ease of use, privacy measures and suitability for the purposes of live online lessons.
- 3.3. Staff will ensure privacy settings are adjusted appropriately on the provider's site or application.
- 3.4. Staff will ensure their live online lesson service account is protected with a strong password and will not autosave their password on any device.
- 3.5. Staff will ensure they test and understand the service before conducting their first live online lesson using the 'test' function, where applicable.
- 3.6. Staff will ensure they understand how to mute the microphone and turn off their camera on their device before their first live online lesson.
- 3.7. The ICT technician will teach staff what features are available to them through the school's chosen live online lesson system, e.g. recording calls, sharing files or screensharing.
- 3.8. The school will ensure all pupils due to attend live online lessons have access to equipment that will enable them to participate, e.g. a laptop and internet access, to ensure they do not fall behind their peers who do have access.

- 3.9. Staff will ensure streaming and online chat functions are disabled for pupils.

## **4. Safeguarding**

- 4.1. Staff will always have due regard for the school's Child Protection and Safeguarding Policy whilst conducting live online lessons.
- 4.2. The planning of live lessons will always be carried out in conjunction with the school's DSL.
- 4.3. The school will ensure the system used for live online lessons does not have a minimum age requirement above the age bracket of pupils attending the lesson.
- 4.4. Pupils will be reminded not to share private information through the live online lesson system by the teacher. Any live lesson only attended by one student will be ended and rescheduled. All lessons will be recorded and retained in line with the CCTV policy.
- 4.5. The teacher will remind pupils not to respond to contact requests from people they do not know when using systems for live online lessons.
- 4.6. Pupils will be informed of the reporting lines, should they see or hear anything inappropriate during live online lessons, via email. Pupils will be provided with the email address of the DSL to report any concerns.
- 4.7. Staff will ensure all video and phone calls are not set to public, and meetings are protected with passwords. Meeting links and passwords will not be published publicly.
- 4.8. Staff will handle any sudden changes or developments, such as disputes between pupils, that may occur during the live online lesson.
- 4.9. Staff will be reminded of their safeguarding obligations and they will report any incidents or potential concerns to the DSL in line with the school's Child Protection and Safeguarding Policy.

## **5. Personal data**

- 5.1. Staff will always have due regard for the school's GDPR policy whilst conducting live online lessons.
- 5.2. The school will inform parents before conducting any live online lessons via letter.
- 5.3. The school will communicate the details of how to access the live online lesson and any additional information regarding online learning to parents and pupils via email.
- 5.4. The school will obtain consent from parents if any images or identifying information about any pupil may be used during the live online lesson, e.g. by using video conferencing, via letter.

- 5.5. The school will provide pupils with a school email address and login for the chosen live online lesson platform to ensure no personal email addresses or usernames are used by pupils.
- 5.6. Staff will ensure data is only transferred between devices if it is necessary to do so for the purposes of live online lessons, e.g. to report anything serious that has taken place during the online lesson.
- 5.7. Any data transferred between devices will be suitably encrypted. Where this is not possible, other data protection measures will be in place, such as using initials of pupils instead of full names.
- 5.8. When recording a live lesson is necessary, prior permission will be acquired from parents in writing via email and all members of the live lesson will be notified before the lesson commences via email, and again once they have joined the live online lesson.

## **6. Pupil conduct**

- 6.1. The school will provide pupils with a copy of the Pupil Code of Conduct via email to ensure they understand their responsibilities with regards to conduct during live online lessons.
- 6.2. The school will ensure that pupils sign and return the Technology Acceptable Use Agreement – Pupils prior to taking part in live online lessons.
- 6.3. Pupils will be reminded that they should not be taking part in live online lessons if they are in an inappropriate setting, e.g. a bedroom.
- 6.4. Pupils will be provided with a copy of the Pupil Remote Learning Policy via email and will be expected to adhere to the measures outlined within it.
- 6.5. Pupils will be reminded not to speak during live online lessons unless they are prompted to do so or have a question about the lesson. They should use the 'hand up' feature if they do have a question
- 6.6. Pupils will always be reminded to adhere to the school's Behavioural Policy during live online lessons, as they would during a normal school day.
- 6.7. The school will ensure that any pupils who breach the code of conduct will be disciplined in line with the school's Behavioural Policy.

## **7. Staff conduct**

- 7.1. Staff will be required to re-read the Staff Code of Conduct prior to carrying out live online lessons to ensure they understand their responsibilities with regards to conduct during live online lessons.
- 7.2. The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement – Staff prior to commencing live online lessons.
- 7.3. Staff will only use school-provided email addresses and phone numbers to communicate with pupils when conducting live online lessons.

- 7.4. Staff will only use school-owned devices for conducting live online lessons, where possible.
- 7.5. Staff will not share personal information whilst conducting live online lessons.
- 7.6. Staff will conduct live online lessons with appropriate surroundings, e.g. sitting somewhere with a neutral or blurred background.
- 7.7. Staff will communicate with pupils within school hours as far as possible (or within hours agreed with the school to suit the needs of staff).
- 7.8. Staff will only communicate and conduct live online lessons through channels approved by the Trust.
- 7.9. Staff will keep the recorded lesson and chat that happens during live online lessons and ensure it is properly documented, retained and deleted in line with the school's Records Management Policy.

## **8. Pupils with SEND**

- 8.1. The school will ensure pupils with SEND receive any additional support with live online lessons where needed, e.g. from an additional member of staff within the live online lesson or via phone call.
- 8.2. Staff will be sensitive to the needs of any pupils who may be sensitive to certain topics or issues that may arise during live online lessons.
- 8.3. The SLT, teacher and SENCO will consider whether one-to-one lessons are appropriate in some circumstances for pupils with SEND following an online lesson attended by the support and the student. This will be agreed with the parent/carer beforehand.
- 8.4. Additional measures will be considered for pupils with SEND to mitigate the risk of pupils falling behind their peers in terms of education, e.g. text transcripts being used in video lessons.

## **9. Monitoring and review**

- 9.1. The Principal, SENCO and DSL will review the measures outlined in this policy weekly to ensure it reflects the most up-to-date circumstances of the school's online learning provision.
- 9.2. The Principal and governing board will schedule a review of the effectiveness of this policy annually.
- 9.3. Any changes to this policy will be communicated to relevant stakeholders, including parents and teachers.
- 9.4. The next scheduled review date of this policy is November 2023.



## EQUALITY IMPACT ASSESSMENT POLICY CHECKLIST

Equality Impact Assessment of UET Policy																																																													
<b>Title of Policy</b>	<b>Live Online Lesson Policy</b>																																																												
<b>PART 1</b>	<b>Positive Impact – reducing potential for data leaks of PII</b>																																																												
Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.  D = Disability, GA = Gender reassignment, P = Pregnancy & Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation,  A = Age, M/CP = Marriage and Civil Partnerships	<p><b>How is the policy likely to have a <u>significant positive impact</u> on equality by reducing inequalities that already exist?</b>  <b>All staff will be provided with awareness of procedures and methods in this area and will be given opportunities to access support if required through the Entrust Information governance SLA if they require it.</b></p> <p><b>Could the policy have a <u>significant negative impact</u> on equality in relation to each of the following groups or characteristics?</b>  <b>No.</b></p> <p>United Endeavour Trust is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the GDPR. The Trust may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children’s services.</p> <p>This policy is in place to ensure all staff and governors are aware of their responsibilities and outlines how the Trust complies with the following core principles of the GDPR, SEN and Safeguarding. Organisational methods for keeping data secure are imperative, and United Endeavour Trust believes that it is good practice to keep clear practical policies, backed up by written procedures.</p>																																																												
<b>Characteristics</b> Indicate areas of likely impact	<table border="1"> <thead> <tr> <th>Promote equal opportunities</th> <th>Get rid of discrimination</th> <th>Get rid of harassment</th> <th>Promote good community relations</th> <th>Promote positive attitudes</th> <th>Promote/ protect human rights</th> </tr> </thead> <tbody> <tr> <td>D</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>GA</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>P</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>R</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>R/B</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>S</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>SO</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>A</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>M/CP</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights	D	X	X	X	X	X	GA	X	X	X	X	X	P	X	X	X	X	X	R	X	X	X	X	X	R/B	X	X	X	X	X	S	X	X	X	X	X	SO	X	X	X	X	X	A	X	X	X	X	X	M/CP	X	X	X	X	X
Promote equal opportunities	Get rid of discrimination	Get rid of harassment	Promote good community relations	Promote positive attitudes	Promote/ protect human rights																																																								
D	X	X	X	X	X																																																								
GA	X	X	X	X	X																																																								
P	X	X	X	X	X																																																								
R	X	X	X	X	X																																																								
R/B	X	X	X	X	X																																																								
S	X	X	X	X	X																																																								
SO	X	X	X	X	X																																																								
A	X	X	X	X	X																																																								
M/CP	X	X	X	X	X																																																								
<b>Equality Impact Assessment of UET Policy</b>	<b>Records</b>																																																												
<b>Name of person responsible for policy</b>	E.Thomas																																																												
<b>Date of EIA of Policy</b>	31.10.22																																																												

*A = Age, M/CP = Marriage and Civil Partnerships –applies in respect of employment framework policies*

Equality Impact Assessment of UET Policy	Evidence
<b>PART 2</b>	
<b>Statutory duty/equality legislation: Equality Impact Assessment undertaken or is satisfied.</b> <i>D = Disability, GA = Gender reassignment, P = Pregnancy &amp; Maternity, R = Race, R/B = Religion or Belief, S = Sex, SO = Sexual Orientation, A = Age, M/CP = Marriage and Civil Partnerships</i>	<b>What is the evidence for your answers above? (list any quantitative and qualitative)</b> All staff and governors, parents and students are aware of their responsibilities and how the Trust complies with the core principles of the GDPR, SEN and Safeguarding

Equality Impact Assessment of UET Policy	Conclusion
<b>PART 3</b>	Current evaluation indicates that concerns are addressed quickly and effectively, but that there are issues that affect specific groups.
<b>Summary of findings</b>	

Equality Impact Assessment of UET Policy	Next steps		
<b>PART 4</b>			
<b>Category</b>	<b>Actions</b>	<b>Target Date</b>	<b>Person responsible</b>
<b>Next Steps – Action Plan</b>			
<b>Practical changes required to reduce adverse impact</b>	Continue to raise awareness of GDPR. SEN and Safeguarding Record, address and evaluate responses.	ongoing	E Thomas
<b>Monitoring and evaluation and Review (publish revised policy)</b>	Outcomes reported to SLT / Governors / Directors via report	November 2023	E Thomas



