

Behaviour and Attitudes

Behaviour Policy

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Revision Log (last 5 changes)

Date	Version No	Brief detail of change
May 2022	2.1	Specific processes for sexual violence and sexual harrassment added
September 2022	2.2	Traffic light (appendix I) update to include sexual violence and harassment & threatening behaviour. Rewards updated to include class reward system. Online behaviour and sanctions added. The DPA Way
July 2023	2.3	Annual review for September 2023.
July 2024	2.4	Annual review for September 2024. Clarification of consequences on traffic lights and within policy, including loss of trips and visits.
September 2024	2.5	Leigh Academy Trust review of Disruption Free Learning - definition included in policy.

At Leigh Academy Dartford we understand that good behaviour makes effective teaching and learning possible. We have a positive and inclusive approach to behaviour. Staff model positive behaviour; students are encouraged to make responsible choices, enabling them to be safe and happy while at school.

We are an International Baccalaureate Primary Years Programme academy. The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Our aim is for our children to develop awareness and respect of oneself as well as sensitivity to others; to acquire a set of moral values and to develop habits of self-discipline and acceptable behaviour so they can work and play together safely and happily.

The Inclusion Team

Leigh Academy Dartford has an Inclusion Team who are directly responsible for supporting behaviour, these are:

Jenni Haywood - Inclusion Line Manager

Declan Filsell - Inclusion Lead

Anna Reid – FLO

Helen Day - Parent Support Advisor with a focus on attendance

Aims

The staff at Leigh Academy Dartford are committed to creating a safe, happy, and secure learning environment for all pupils. Our aims are:

- To provide a stimulating and safe environment where the achievements of children are recognised and praised.
- To define clear, acceptable standards of behaviour and be consistent in our approach.
- To foster mutual respect between adults and adults, adults and children and children and children.

Specifically, we want to ensure that:

- Staff are confident in managing difficult issues both in the class and at play time.
- Staff understand the use of rewards and sanctions and that they are used consistently throughout the school.
- Pupils know the school rules and the reasons for them, and can make the right choices.
- Pupils understand how to behave through example and challenge.
- Pupils experience school life full of positive relationships and free from bullying.

The DPA Way

We promote positive behaviour through three values and discuss these with our learners:

Be Determined

- Prepared
- Over and above effort
- High standards

Be Kind

- Listen to the teacher
- Speak respectfully to each other

Be Safe

- Safe hands, safe feet and kind words
- Collective responsibility

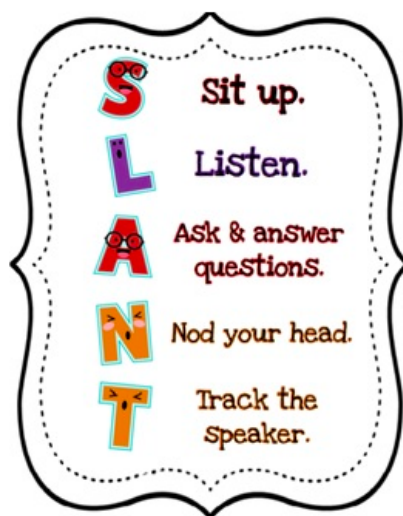
Learners are encouraged to reflect these values every day while at school and at home.

Traffic Light System

We use 'Green to Go' as a basis for simple everyday rules and routines. Every child at Leigh Academy Dartford has the right to high quality learning in a safe and supportive environment. Where the actions of a child prevents other children from these opportunities, firm and proportionate sanctions will be put in place (see Challenging Behaviour section & Traffic Lights - Appendix 1 for examples). We recognise the close relationship between high expectations and behaviour.

SLANT

In class, pupils are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In order to ensure active listening and participation, we utilise the SLANT process to emphasise behaviours that pupils should be performing as they are learning. Each classroom displays the following acronym as a clear expectation of behaviour and expectations of appropriate behaviour that can be readily adhered to.



Positive Reward System

At all times we promote positive, collaborative behaviours through the use of praise and reward systems. These systems are based on celebrating examples of when the pupils demonstrate elements of the IB Learner Profile – identified by both staff and pupils.

These include:

- being effective communicators so that they can express themselves confidently and creatively;
- demonstrating critical thinking skills which enable them to make reasoned, ethical decisions about situations;
- being curious and inquiring in order to gain new knowledge;
- acting with integrity and honesty in all situations;
- being open-minded and appreciating their own cultures and histories as well as their peers’;
- showing empathy, compassion and respect;
- taking risks in their learning by positively approaching uncertainty with forethought and determination;
- caring for themselves, promoting their own well-being and that of others;
- reflect on their own ideas and experiences at all times.

ClassDojo

Staff and children use ClassDojo to award points for positive behaviours. Class Dojo is a digital classroom management tool designed to help our teachers improve pupil behaviour and communicate more effectively with parents. It connects teachers with our pupils and parents to build amazing classroom communities.

Each pupil gets an avatar, and staff award dojo points when children demonstrate Learner Profile Attributes and follow our academy rules (see Appendix II, ClassDojo reward points). Teachers can use a school tablet or computer to give points throughout the school day. Each pupil’s points can be displayed via a smart board, and parents, via their app, can see these. ClassDojo reward points then equate to weekly and termly rewards for children who demonstrate positive behaviour for learning. While Dojo does have a messaging feature, the Academy will not use this to communicate with parents. Academy staff and parents are able to communicate before and after school in the playground; via the children’s Reading Diaries; and via the Academy Offices on our Infant and Junior sites.

Points are totalled at the end of each week, whereby each class awards a certificate and prize to the “Dojo Champion”. These point totals are then reset on a weekly basis to ensure all children have the chance to become Champion each week.

Class Rewards

Students work collaboratively as a class to earn class rewards, such as ‘buttons in a jar’, for showing our DPA Way values of Be Kind, Be Determined and Be Safe when in class. At the end of a term, button totals will result in a whole class reward, such as additional play.

Disruption Free Learning

Leigh Academy Dartford and the Leigh Academies Trust defines disruptive behaviour as:

“Any action that interrupts teaching, learning and day-to-day operations at an individual, whole class or academy level.”

We recognise the role that a disruption free learning environment plays in enabling students to reach their full potential, both academically and socially.

Pupils with Challenging Behaviour

We recognise that some pupils may need additional support to manage their behaviour effectively. We recognise that small but well-timed praise is the most effective strategy to encourage good behaviour for learning in our pupils. For

some pupils a good balance between praise and discipline is necessary. If a child displays a red behaviour, a member of the senior leadership team will be notified immediately. A STAR chart may be completed by the member of staff who dealt with the incident and school leadership will gather statements from those involved. For all other incidents, the SENCo will specify any children who need STAR charts for orange behaviours. Where a pupil is moved to orange or red on 'Green to Go' they will be tracked by the Inclusion Team. Five incidents of orange behaviour in a term will result in a formal letter home, followed by a formal meeting with parents for further incidents. All red behaviours will result in a formal conversation with the parents.

Challenging or disruptive behaviour is tackled through a graduated approach and may include any of the following at the discretion of the school and leadership:

- Move of seat in class.
- Time out – Pupils timed out to a partner class, with work to complete.
- Playtime exclusion with their class teacher.
- Playtime exclusion with the year leader.
- Playtime exclusion with the vice principal.
- Working outside of the classroom for half a day – internal exclusion (removal); with the work that peers are completing in class.
- Working outside of the classroom for a full day(s) – internal exclusion (removal); with the work that peers are completing in class.
- Loss of attendance at extracurricular and out of class activities including, but not limited to: trips, visits, workshops and the year 6 residential.
- Suspensions (previously known as fixed term exclusions) – with work sent home so as to not be detrimental to attainment.
- Direction off-site (previously known as a managed move) - a voluntary agreement between schools, parents/carers and a pupil for that pupil to change school or educational programme under controlled circumstances. These are often used as an alternative to permanent exclusion; the result is that no exclusion is formally logged on the pupil's school record.
- Permanent Exclusion - in extreme cases, the Principal may consider a permanent exclusion from the Academy. This will be agreed by the appropriate members of the Trust Executive Team.

A serious breach, or repeated breaches, of the expected behaviour, or where another pupil's or adult's safety is endangered, will result in the immediate application of the stronger measures which is likely to result in suspension or a permanent exclusion.

Whenever possible, we strive to avoid the use of suspension and permanent exclusion as a sanction for inappropriate behaviour. We have therefore devised a hierarchy of sanctions where a suspension or exclusion is only used after the implementation of alternative strategies unless the breach is so serious that stronger measures are needed immediately. In most cases, pupils respond positively in advance of the fixed term suspension stage. The Academy involves parents as partners in finding ways of helping their child to be a full and useful member of the 'community'. Knowing that our academy and parents are working together is a powerful tool in helping a pupil to become responsible for his/her own behaviour.

Damage to Academy Property

If a pupil has deliberately damaged any type of academy property, including but not limited to school resources or the environment, the parent/carers will be expected to cover the cost of repair or replacement.

Process:

1. A member of SLT will be informed of the damage caused.
2. The cost of the damage caused will be totalled.
3. The Principal will be informed of the total cost to be covered and agree on a payment link be issued to the parent/ carer.
4. Finance will be asked to issue the payment link to the parent/ carer.

Extended Schools

Our behaviour policy applies to all areas of academy life including our extended schools provision. If there are three incidents of what we deem to be orange behaviour during breakfast club, out of hours provision or after school clubs, this may result in your child being unable to access these elements of the school day either for a period of time or permanently. If there are any incidents of what we deem to be red behaviour during breakfast club, out of hours provision or after school clubs, this may result in your child being unable to access these elements of the school day either for a period of time or permanently.

The Use of Reasonable Force

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student. The Academy uses the DfE definition of reasonable force as being '*no more than is necessary in the circumstances*'. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student. All members of staff at the Academy have the power to use reasonable force. This includes those who the Principal has put in temporary charge of students; including unpaid volunteers or parents.

The Academy may use reasonable force to:

- Prevent pupils committing an offence;
- Injuring themselves or others;
- Damaging property.

Anti-Bullying (See also Anti-Bullying Policy)

Bullying is: '*Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally.*' (DfE 'Preventing and Tackling Bullying' November 2014)

We support the pupils to understand the difference between bullying and other hurtful behaviour by exploring the definition with them. We follow national awareness days and offer pupils a range of activities to promote social inclusion. We have a robust PSHE curriculum in which we educate pupils about bullying.

Pupils are encouraged through a range of systems to talk about bullying:

- ❖ PSHE lessons
- ❖ Reporting bullying to staff, including when witnessing bullying.
- ❖ "Worry Box" and other class systems to pass messages.

The Inclusion and Senior Leadership Teams will act to ensure that:

- ❖ Bullying is an open and high profile subject throughout the school;
- ❖ Staff are well trained and feel confident in their roles when responding to bullying;
- ❖ Staff have a say in how bullying and anti-social behaviour is addressed;

- ❖ There is support where an incident needs to be investigated further and meetings with parents held;
- ❖ All interested parties have access to our Behaviour Policy and Anti Bullying Policy.

If an incident of bullying is reported, it will be investigated in line with our anti-bullying policy and dealt with as a red behaviour if found to be true.

As a school, we recognise that the risk of online bullying has increased as children have been at home, and online, more regularly. As a school we regularly discuss and teach the importance of online safety and exemplify how important our behaviour online is. This is done explicitly in designated lessons and also as part of our online safety campaigns. Children are encouraged to talk about online experiences with their teachers and adults at school using the methods detailed above. Staff are supported by the Senior Leadership and Inclusion Teams to recognise, report and deal with incidents of online bullying.

Inappropriate Sexual Behaviour

All reports of inappropriate sexual behaviour are logged as a safeguarding report and as a red behaviour incident. These are then passed to the DSL who will liaise directly with the Principal over the next steps.

Leigh Academy Dartford is clear that inappropriate sexual behaviour is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned.

- Depending on the age of the child and nature of the incident we tailor our procedures in how to deal with them.
- Where there are concerns for a pupil's wellbeing, appropriate consultations and referrals will be made to children's services and other agencies if required. The nature of the incident will depend on whether or not consent is sought from the parents.
- All incidents are dealt with as a 'red' on our traffic lights.
- Depending on the nature of the report, we implement risk assessments which all staff and parents are made aware of in order to prevent any further incidents arising and to ensure the alleged 'victims' and 'perpetrators' are fully supported.
- Parents are informed and met with by a member of SLT or the inclusion team (unless children's services advise otherwise)
- Alongside the safeguarding record, we keep a separate specific log of these incidents to enable any patterns to be identified.

Behaviour Incidents Online (see also Acceptable Use of Technology policy)

The way in which pupils relate to each other online can have a significant impact on their school experience. Even though the online space differs in many ways from the school environment, the same standards of behaviour are expected online as they are expected online. Everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour can include, but is not limited to:

- Bullying
- The use of inappropriate language
- The soliciting and sharing of nude or semi-nude images and videos
- Sexual harassment.

These incidents will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead when an incident raises a safeguarding concern.

Leigh Academy Dartford, and the Leigh Academies Trust, uses Smoothwall to monitor all academy devices and systems through proactive real time monitoring online and offline. The deputy designated safeguarding lead responsible for online safety is notified of any potential risks, which are then investigated and responded to following our usual behaviour, anti-bullying and child protection policies.

Many online behaviour incidents occur outside the academy day and off academy premises. Parents are primarily responsible for this behaviour. However, the academy may sanction pupils if incidents online:

- pose a threat or cause harm to another pupil
- could have repercussions in the orderly running of the academy
- when pupils are identifiable as a member of the academy
- if the behaviour could adversely affect the reputation of the academy.

Wellbeing

At Leigh Academy Dartford it is recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their wellbeing in adulthood. The Department for Education recognises that, in order to help pupils succeed: Schools have a role to play in supporting them to be resilient and mentally healthy.

“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.”
(World Health Organisation, 2014)

As a school, we aim to promote positive mental health for every child, parent/carer and staff member. We pursue this aim using whole school approaches as well as specialised, targeted approaches, positive rewards and motivation. These include a positive point based system, tracked via Class Dojo, where children are praised and rewarded on a regular basis.

Searching, Screening and Confiscation (see also LAT Searching and Screening policy)

Leigh Academy Dartford refers to the Leigh Academies Trust policy on Searching and Screening. Under common law powers the Principal and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property of, any person (including the pupil).

The Academy is not required to have formal written consent from the pupil for this sort of search - it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree. Where a student refuses to cooperate with such a search the academy can apply an appropriate disciplinary penalty. Academy staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to academy discipline.

Academy Council

This Behaviour Policy has been presented to and ratified by our Academy Council. They have provided suggestions to our rewards and sanctions and will be consulted prior to any amendments.

DfE Guidance

This policy has been written and reviewed in accordance with the DfE guidance on [Behaviour in schools](#).

[Appendix I - Green to Go traffic light system \(Please Click\)](#)

Appendix II - ClassDojo reward points



ClassDojo

Class Dojo Points and Rewards

We can earn Dojo Points and rewards for the following positive behaviours. Our Dojo points will be reset at the end of the week.

Learner Profile Attribute Points

Points will be awarded for displaying the IB attributes. Here are some examples of

what this might look like:

Thinker - solve problems, think carefully before acting, makes good decisions

Knowledgeable - show what they have learnt, use background knowledge across subjects, achieve good outcomes in weekly tests

Communicator - share ideas, answer questions, feedback group work

Risk-taker - challenge ourselves, try new things (could be foods at lunchtime)

Principled - being respectful to others, displaying good morals and British values

Open-minded - listen to others, respect different opinions and ideas

Inquirer - asking and solving questions

Caring - looking after a friend, holding a door open, sharing, paying a compliment

Reflective - responding to feedback, correcting mistakes, redoing something to improve it

Balanced - engage in a range of subjects and activities



Additional Points

SLANT - For showing SLANT during lessons

Buster's Book Club - For doing Buster's reading once a week

Gold Star - For reaching the Gold Star on our traffic lights

Changing the World - For taking action outside of the classroom.

Weekly Rewards

Take A Selfie - Children can take a photo of their work using a class device for their ClassDojo portfolio.

Dojo Champion - The child with the most points at the end of the week receives a certificate.

Prize Bucket - The Dojo Champion from each class may select a small prize.

Class Rewards

Classes can collect class points or rewards (such as buttons in a jar) so that they can earn a class end of term reward. Individual class teachers may choose their own, smaller, rewards within their classes.

Appendix III - Scale of escalation

When children do experience periods of poor behaviour, the following scale should be followed for support to change that behaviour. At each stage it should be clear to the child that the colleagues becoming involved reflect the seriousness of the behaviour shown.

In the first instance the pupil will be spoken to by the **class staff**.

IF the behaviour does not improve, then:

The support of the **Inclusion Team** may be sought.

IF the behaviour does not improve, then:

The support of an **Assistant Principal and/ or the EYFS Lead** at either the Infant Site or Junior Site will be sought.

IF the behaviour does not improve, then:

The support of the **Vice Principal** will be sought.

IF the behaviour does not improve, then:

As a final resort, the support of the **Deputy Principal or Principal** will be sought.

Members of staff should follow the above course of action in the first instance. There will, however, be occasions where the support of senior colleagues is required earlier due to the nature of the behaviour exhibited.

Appendix IV

Behaviour Addendum - Return to School in June 2020 **(Reviewed September 2022 and maintained in case of any further outbreaks or variants)**

As more pupils return to Leigh Academy Dartford our children will need to behave differently and follow new systems we put in place.

Aims

1. Our aim is to provide a safe learning environment for pupils and staff during the Covid-19 pandemic.
2. We wish pupils to understand the importance of keeping themselves, their peers, staff and their families safe.
3. We believe that pupils respond best in an environment where they understand the rules and staff explain new routines explicitly.

Our children will be split into class and year group 'bubbles' and will be working together to keep each other safe. They will continue to earn Dojo points in line with the guidance in the main body of this policy (see appendix 2). We will be working on boosting pupils' wellbeing as they get to know the new routines and expectations and we will reward them for sticking with this, through Dojo points. Parents will continue to be able to see the Dojo points their child is earning by logging onto their accounts.

As well as the 'Bubbles', other measures will also be in place and enforced to minimise risk. Children must adhere to these measures otherwise they will be unable to attend safely.

- Regular handwashing and hand sanitising throughout the day, in line with Government advice.
- Following instructions as to how to move safely around the school if necessary.
- Remaining with their class or year group bubble at all times whether that be in their classroom/ learning zone or in their allocated play space.
- Playing only with their peers in their allocated bubble.
- Not trying to hug peers or adults.
- Only making use of their allocated toilets and doing so appropriately.
- Looking after and making use of their allocated work pack - keeping their resources on their desk and using only their own.
- Remaining in their seats/ learning spaces at all times unless instructed otherwise.
- Following 'catch it, bin it, kill it' when sneezing or coughing and disposing of tissues in a bin. Cleaning their hands after this.
- Any child who deliberately coughs or sneezes towards any other person will be moved to 'red' and parents contacted.
- Children will be reminded regularly to tell an adult if they are experiencing symptoms of coronavirus and this will be acted upon immediately in line with Government advice.
- Following rules about sharing any equipment.
- Only eating and drinking their own lunches and from their own drinking bottles.

For children:

At Leigh Academy Dartford...

In class	Theme	Around the school
<ul style="list-style-type: none"> • We follow adult direction • We take off face masks before we enter school • We wash our hands on entering school, after playtime, before eating and before we go home • We use hand sanitiser in the classroom whenever the adult asks • We keep our hands away from our mouth • We use a tissue or an elbow to cover our mouths when we cough or sneeze • Tissues go in the bin (catch it, bin it, kill it) 	Be Safe	<ul style="list-style-type: none"> • We follow adult direction • We keep our hands and feet to ourselves • We line up keeping 2 metres from our classmates • We only use the equipment that has been provided outside the classroom • We use equipment safely • We move calmly around the school with an adult
<ul style="list-style-type: none"> • We speak kindly and respectfully to each other • We listen to the teacher and follow instructions • We use good manners • We are honest 	Be Kind	<ul style="list-style-type: none"> • We do not push or pull • We are kind in the playground • We talk to each other and try to work problems out
<ul style="list-style-type: none"> • We do not move around the classroom without permission from the adult • We keep a distance from others when we line up in the classroom • We sit at our own desks • We never leave the classroom without permission 	Be a Bubble	<ul style="list-style-type: none"> • We are not allowed to move around the school without an adult • We remain in our chosen playground (we cannot move between playgrounds) • We play non-contact games within our bubble

To help the children acclimatise to this there will be an induction time for all children on the first few days of their return so they are clear about the new systems and routines. Staff will be explicit about what good behaviour looks like through teaching new routines for:

- Lining up
- Travelling through school
- Taking the register
- Working in class
- Asking to speak
- Going to the toilet
- Illness
- Starting the lesson
- Carpet time
- Lunch
- Entering the classroom
- Exiting the classroom

- Leaving school
- Waiting for parent collection

If any pupil is not complying with the new expectations within school (intentionally rather than unintentionally), parents/carers will be immediately informed and discussions regarding sanctions and strategies to implement will take place. This is to safeguard all concerned.

If a child does not comply with staff requests and the situation could potentially lead to a physical intervention, we will contact parents and all contacts we have available to take them home on health and safety grounds. At this time, we cannot allow pupils to put themselves and staff at risk through behaviour that results in staff having to break social distancing rules. This response to inappropriate behaviour will remain until government guidelines withdraw the social distancing regulations.

Appendix V. Expectations of behaviour during periods of remote learning.

Online safety

It is likely that children will be using the Internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguard and support children.

The academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Our staff will follow the process for online safety set out in our Safeguarding and Child Protection Policy and 'Guidance for using video in teaching at the Leigh Academies Trust'.

Teachers may live stream or provide pre-recorded videos. This approach will be used if it best suits the needs of their children and staff.

Live or recorded teaching sessions may be undertaken from a teacher's home setting. The tool that should be used for any video conferencing with students is Google Meet. Students should not initiate Meet calls themselves.

In addition to the above the following must be met before proceeding:

- No 1:1 lessons or tuition, groups only.
- Two adults on every Google Meet
- Where it is necessary to engage individual pupils, for pastoral reasons to check on safety and welfare, this can be done live but at least two members of staff must be on the same call.
- Staff and children must wear suitable clothing as they would for a working day in school;
- Any computers used should be in appropriate environment, with a wall, white board or similar being presented as a background;
- '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 that of any family members in the background;
- Staff must only use devices and platforms (i.e. Google Meet) provided by Leigh Academies Trust to communicate with pupils;
- When outside the regular academy day, joining the lesson should be optional. The lesson should also allow the child to opt out of being on video but to join the session via audio only;
- Staff should record the length, time, date and **attendance** of any sessions held.
- Staff who interact with children online will continue to look out for signs a child may be at risk.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a Deputy DSL.

Guidance for parents, carers and children:

Children are expected to use our Google Meet etiquettes to ensure that the live interactions are high quality for all.

- An adult must be present in the house during the video call and must confirm their presence at the beginning of the video call before leaving their child to engage in the video meet.
- These video meets have been designed to provide your child with the opportunity to interact with their peers and teacher in a virtual live environment. Adults are reminded, it is not an opportunity for you to engage on the video call and speak with your child's teacher. As is the protocol, all questions for your child's teacher must be submitted either through the Google Classroom or by contacting the School Office.
- Join the Google Meet at the allocated time only

- The meets are optional, allowing the children to opt out if they would prefer not to take part. You will be provided with a sign up sheet through your child's Google Classroom to sign up to one weekly slot that is suitable for you and your child.
- Your child will also have the option to attend via audio only should they not wish to have their camera on.
- The door to the room where your child is carrying out the video call must be left open for the duration of the meet.
- The video call must take place in an appropriate environment which safeguards the child's privacy, for example; kitchen/ lounge/ dining room with a wall or similar area presented as a background.
- Your child should be appropriately dressed for the video call as should anyone else in the household
- Language must be professional and appropriate, including any family members in the background.
- Once the video call has finished, you must ensure that the camera has been disconnected and covered.
- During the video call your child may only use the platform that the school provides (Google Meet).
- It is not permitted to make any recordings or take photos during these video calls. This is the responsibility of both parents/ carers and children. However, the video call will be recorded by the teacher in line with our safeguarding policy. Recordings will be retained for 30 days.

Pupils who are being asked to work online have very clear reporting routes to the academy in place so they can raise any concerns whilst online. As well as reporting to the academy they will be aware of practical, external support from the likes of:

- Child Line – for support
- UK Safer Internet Centre – to report and remove harmful online content

[Appendix VI. The DPA Way \(Please click\)](#)

[Appendix VII. Pupil Statement Proforma \(Please click\)](#)