

Seven Mills School Policy



Remote Learning Children's Wellbeing Policy Addendum January 2021

Headteacher's Signature:

Chair of Governor's Signature:

Date: 14h January 2021

Review date: April 2021



[1. Aims](#)

[2. Roles and responsibilities](#)

[2.1 Headteacher](#)

[2.2 Deputy Headteacher](#)

[2.3 Teachers](#)

[2.4 Support Staff](#)

[3. Behaviour](#)

[3.1 Expectations for live teaching](#)

[3.2 Expectations for completing work](#)

[3.3 Safeguarding](#)

[4. Wellbeing](#)

[4.1 Support for all pupils during closure](#)

[4.2 Supporting vulnerable pupils](#)

1. Aims

The Remote Learning Wellbeing Policy Addendum aims to:

- Set expectations for pupils' behaviour while they work remotely.
- Outline how Seven Mills will support children's wellbeing whilst they work remotely.

2. Roles and responsibilities

2.1 Headteacher

The Headteacher is responsible for:

- Ensuring that this policy is implemented
- Monitoring and reviewing the policy, at least once annually

2.2 Deputy Headteacher

The Deputy Headteacher is responsible for:

- Ensuring that this policy is implemented
- Disseminating this policy to staff
- Coordinating ELSA support and educational psychology support across the school

- Contacting parents regarding behaviour and work completion when escalated from teachers

2.3 Teachers

Teachers are responsible for:

- Managing children's behaviour in line with the expectations in this policy
- Liaising with parents about their child's behaviour, or in the case that their child is not completing set work
- Supporting children's wellbeing, in line with the expectations in this policy
- Report any persistent poor behaviour, wellbeing concerns or children persistently not turning in work to the SLT.

2.4 Support Staff

- Assist the class teacher in managing behaviour during whole class sessions, by following the expectations in this policy
- Manage children's behaviour during individual or small group sessions
- Report any poor behaviour, wellbeing concerns or incomplete work to the class teacher

3. Behaviour

3.1 Expectations for live teaching

We expect children to follow our school rules (We are respectful, We are responsible, We are ready) during online learning.

Children should:

- Be ready by doing their online learning in a quiet space.
- Be ready by arriving promptly for their registration at 9.00am, and for any interventions they take part in during the day.
- Be ready for online learning by wearing appropriate clothing - not pyjamas - for all online teaching.
- Be respectful by using appropriate language when speaking or writing to their friends and teachers.
- Be responsible by muting and unmuting yourself when asked, and by using the 'hands up' function when you want to speak.

- Be respectful by listening to the person speaking.
- Be respectful by listening to and following any instructions given by the teacher or support staff.

Where children do not meet our behaviour expectations, teachers will:

1. Praise children who are meeting behaviour expectations
2. Remind child about the expectations
3. Warn child that if they continue to fail to meet the behaviour expectations, they will be removed from the call
4. Remove the child from the call, and contact parents as soon as possible to discuss the incident
5. Refer the child to a member of the senior leadership team if problems persist

3.2 Expectations for completing work

Children are expected to complete all work set. In Year 1 and Year 2, children will receive:

- A daily Maths lesson
- A daily English lesson
- A daily phonics lesson
- A daily foundation subject lesson

In Year 3 - Year 6, children will be set:

- A daily Maths lesson
- A daily English lesson
- A daily Reading lesson
- A daily foundation subject lesson

Children are expected to return work to the class teacher by 5pm each day. If children experience technical difficulties with returning their work, they should:

- Complete the work on paper
- Send a message to the class teacher telling them that they have completed the work on paper
- If possible, send a photograph of the work to the class teacher, either via google classroom or via email

Children are expected to complete work to the best of their ability. Where teachers have concerns that children are not completing work to the best of their ability, they will contact families to discuss how the school can support them.

3.3 Safeguarding

We expect children to behave safely online by:

- Keeping their accounts secure by not sharing their login details
- Accessing age-appropriate content
- Avoiding contact with unknown adults or children
- Never sharing photographs of themselves with anyone outside the school
- Informing a trusted adult if something happens online that makes them uncomfortable

4. Wellbeing

At Seven Mills, we recognise the importance of maintaining children's wellbeing while they are asked to work remotely at home.

4.1 Support for all pupils during closure

Our remote learning offer has been created with the wellbeing of pupils in mind. To support wellbeing we will:

- Continue to offer a broad and balanced curriculum, including opportunities for physical activity
- Provide a suggested daily timetable for children, with regular breaks and time away from screens
- Contact families regularly to ensure that they are accessing learning
- Provide time for children to socialise during registration (9.00 - 9.30)
- Hold weekly celebration assemblies to highlight success and maintain a sense of school community and connectedness
- Provide weekly PSHE lessons

4.2 Supporting vulnerable pupils

We recognise that some of our pupils may need additional support with their wellbeing during periods of remote learning. On a case by case basis, we will provide:

- 1:1 tuition
- ELSA support sessions, from our ELSA-trained HLTA
- Support from our Educational Psychology service

- Regular wellbeing check-ins from the class teacher or support staff