

# Remote Learning Model Policy

Approved by:		Date:
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## 1. Aims

**1.1** This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Continuously review and improve the quality of remote learning provision in the school

## 1.2 Scope

This policy has been written to ensure the school responds effectively where a class, group or small number of pupils need to self-isolate, or if there is a local lockdown requiring pupils to remain at home. It is important to note that remote learning is **not** intended to provide a home education alternative for pupils who are medically well and fit to be in school; full time attendance is always our goal. Conversely, if pupils at home are unwell, they need time to recover and recuperate and therefore are not expected to complete school work.

## 1.3 Legal requirements

This policy is drawn up in line with DFE guidelines for the full reopening of schools, published September 2020 and to comply with the [temporary continuity direction](#) requiring all schools to provide remote education.

Schools are required to

- (i) have a strong contingency plan in place for remote education provision, and
- (ii) consider how to continue to improve the quality of their existing curriculum.

Further guidance is available in [Appendix 1](#).

## 1.4 Levels of response

The school will have a 2 level response to providing remote education:

**Level 1:** Where a pupil or siblings are isolating awaiting a test.

**Level 2:** Where a contact-tracing group, whole class, bubble or the school are required to enter isolation; or in response to any local lockdown. In this scenario roles and responsibilities of the staff affected are outlined below. Work set will be in line with expectations outlined in [‘Guidance for full opening: Schools’](#).

The school’s procedure and approach to meeting these expectations is detailed in [Appendix 2](#).

## 2. Roles and responsibilities

### 2.1 Teachers

Teachers are responsible for:

Complying with the school’s working arrangements

- It is anticipated that teachers’ work base will be their school, unless they are having to self-isolate or are unwell.
- This means that for the majority of the time, teachers are able to use school’s IT facilities and other resources to provide children’s learning and will adhere to the school’s Acceptable Use of IT Policy.

Children’s learning:

- Integrating any technology in to face to face teaching practice to enable pupil familiarity with the operating tools of the technology being used
- When working from home providing remote learning, teachers should be available for up to **5** hours including **between 9.00am- 3.00pm** each week day. These timings are intended to allow time for appropriate breaks and time away from display screens but still give children consistency of contact and adequate feedback on their home learning.
- Teachers should avoid setting or responding to online work before 9am and after 4pm.
- Setting a clear body of work for children of self-isolating households. With work identified to be available from Day 1 of Covid-related school absence (some schools are sharing with parents in advance).
- Teachers will communicate effectively to ensure that where children cannot access work online, alternative arrangements are made.
- Setting work which is well sequenced and matches the planned curriculum, so that knowledge and skills are built up incrementally, with clarity about learning objectives and tasks to be completed. Open-ended projects or internet research is kept to a minimum.
- Teachers are expected to provide work for their class through live lessons, recorded lessons and high quality links and resources.

- If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report this using the normal absence procedure.
- **Self –isolation periods.** Staff are required to minimise the period of self-isolation required by actively engaging with NHS testing as soon as possible. Staff should return to work either a) when negative test results confirm there is no risk of infection b) when the required period of self-isolation is completed. During these periods the member of staff must not come into school for any reason and is expected to follow the Government requirements for self-isolation.
- Teachers are expected to make appropriate adaptations for SEND or focus groups as would take place in the classroom.

Providing feedback on work:

- Teachers provide regular feedback on children’s progress and/or oversee support staff doing so
- Teachers must assess how well children are moving through the curriculum and provide regular support and challenge.
- It is not the expectation that every piece of work uploaded will have a response. However, teachers will be checking work and supporting pupils daily.
- Teachers must communicate clearly with their class about how regularly they will be providing feedback and in what format.

Keeping in touch with pupils and parents:

- Regular contact with pupil and parents will be managed through **Microsoft Teams, Class emails, school website, tapestry and via phone.**
- Regular staff communication ensures that the school’s role as a protective factor for vulnerable pupils is maintained
- Where a pupil is not completing work or interacting with **the school’s platform as stated above,** staff will work with the headteacher to formulate a plan. This will often involve a phone call and discussion with parents and pupils.
- Any complaints or concerns raised by parents will be shared with senior staff and a response formulated.

Attending virtual meetings with staff, parents and pupils:

- When attending virtual meetings, staff need to ensure they are in a place with the minimum of background noise and with nothing inappropriate in the background.
- See **Appendix 3** for video lesson protocols.

## 2.2 Teaching assistants

Teaching assistants must be available for their contracted working hours. If they 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 by contacting **Mrs C McColville**

Teaching assistants are responsible for:

Supporting class teachers in curriculum delivery:

- By providing feedback and support to pupils when directed by Class Teacher.
- Assisting the teacher in responding to enquiries supporting parents.

- Managing their own Career Professional Development during remote learning and undertake remote training as directed by **Mrs C McColville**

**/Class Teacher.**

### 2.3 Subject leads/SENCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Reviewing the subject curriculum/ SEN provision regularly
- Consider whether any aspects of this provision needs to change to accommodate remote learning.
- Ensuring that the online curriculum reflects the in-school curriculum
- SENCO to ensure that online provision is well matched to pupil individual needs, providing additional support and guidance where required
- The SENCO to liaise with the ICT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- The SENCO to ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Working with other teachers, subject leads and senior leaders to make sure work set across subjects is appropriate, consistent and manageable for families.
- Alerting teachers to resources, they can use to teach their subject.
- Working with teachers to support catch up programs put in place.

### 2.4 Headteacher

The Headteacher is responsible for:

- Coordinating the remote learning approach across the school.
- Ensuring staff are well supported in order to deliver remote learning effectively by providing sufficient training to develop confidence and skills in the effective use of IT and online learning platforms
- Monitoring staff well-being whilst working from home.
- Monitoring the effectiveness of remote learning – through: regular meetings with teachers; monitoring engagement and success of pupils through **Teams and Class email, tapestry**; gathering feedback from parents and governors and making adaptations to approach to engage reluctant and vulnerable pupils and families.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring the school is aware of pupils who are unable to access online learning (**Appendix 4**), and provide appropriate solutions

- Managing and recording the prioritization of who receives loaned IT hardware where it is available, by using the Model Loan Agreement ([Appendix 5.](#))

## 2.5 Designated safeguarding lead

**Tywardreath** School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is: **Mrs C McColville**
- The Deputy Designated Safeguarding Lead is: **Mr D. Gilbert**

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 online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection records and recording systems and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all school staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them. This will be achieved through **posting a daily sheet on staff room notice board**. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## 2.6 IT staff

In most cases issues can be resolved by school-based staff.

Where they cannot be resolved the School is supported by **TPAT ITsupport service**, who are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The process for initiating It support is **for staff members to raise the issue with Computing Lead, Mrs B. Squire**.

## 2.7 Pupils and parents

Staff can expect pupils to:

- Be contactable during the normal hours of the school day – whilst remaining aware they may not always be in front of a device or engaged in home schooling
- Engage with work set by teachers completing tasks to the best of their ability.
- Upload records of their work through **Teams and Class email and tapestry**.
- Seek help, if they need it, from teachers.

- Alert teachers if they are not able to complete work

Staff can expect parents to:

- Support their children to complete work set by teachers so that they remain with the teaching sequence being delivered.
- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it – for example with using **Teams** effectively or hardware issues preventing home learning.
- Adhere to Remote Learning protocols e.g loan agreement for school IT equipment
- Be respectful when making any complaints or concerns known to staff

## 2.8 Local Governing board

The local governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensure that the school's approach to remote learning is meeting the needs of vulnerable pupils.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons
- Monitoring staff well-being and workload to ensure it is appropriate.

## 3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues with behaviour – **Miss B. Jones**
- Issues with their own workload or wellbeing – **Mrs C. McColville**
- Concerns about data protection – **Mrs C Turner**
- Concerns about safeguarding – DSL **Mrs C McColville** or DDSL **Mr D. Gilbert**
- Issues in setting work, with ICT or using [platform] – **Mrs B Squire**
- Support with setting appropriate work in individual subjects – Subject leads and SENDCO.

## 4. Data protection

### 4.1 Accessing personal data

Data can be accessed through The DSL **Mrs C McColville** and the school office staff **Mrs C Turner**. Pupil and Parent data is stored on **SIMS**.

Staff should use school hardware that meets the requirements of the schools GDPR policy, and the security requirements listed in point 4.3 of this policy.

## 4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as parents email addresses or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

## 4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

5.1. *(To be read in conjunction with Section 2.5)* This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

- The DSL and head teacher will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- Phone calls made to vulnerable pupils will be made using school phones where possible. Where this is not possible, staff will ensure their number is blocked.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded and suitably stored within the school's online system in line with the Child Protection Policy.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All home visits must:
  - Have at least one suitably trained individual present.

- Be undertaken by no fewer than two members of staff.
- Be suitably recorded on paper and the records stored so that the DSL has access to them.
- Actively involve the pupil.
- The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

## 6. Monitoring arrangements

### 6.1 Regular review

- The school's tools, resources and approach to remote learning will be reviewed regularly through the school's scheduled communications e.g staff meetings, management meetings.
- The school regularly audits its provision and actions against the national expectations and legal requirements set out in the Temporary Continuity Direction – see [Appendix 6](#).
- We regularly survey the pupils about their experiences of home learning and use this to influence forward planning
- Teachers' feedback is also collated regularly.

### 6.2 Formal review

This policy will be reviewed biannually by **SLT** or sooner if conditions of lockdown. At every review, it will be approved by **Mrs V Rolls** Chair of Governors.

## 7. Application of this policy

### 7.1 Staff engagement

- The content of this policy will be shared with all teaching staff and reviewed regularly.

### 7.2 Parental and pupil engagement

- Parents and carers will be made aware of the content of this policy and all relevant protocols through **letters, emails, weekly newsletters, website etc**
- The school will liaise with parents regarding home access to IT. Where needed and available, IT equipment will be loaned to the parent for their child's sole use during the period of self isolation; a loan agreement must be obtained from the parent in advance of this. See [Appendix 5](#).

- Paper based resources are made available where preferred
- We provide a Parent Guide with clear advice regarding what to do when a pupil needs to self-isolate and what remote learning will be provided.
- **Appendix 7** – an example.

We promote parental and pupil engagement through

- *Providing an overview letter and a guide to home learning at our school*
- *creating videos that explain feedback*
- *telephoning individual parents*
- *using the website front page to remind and reinforce what to do on day 1 of self isolation absence]*

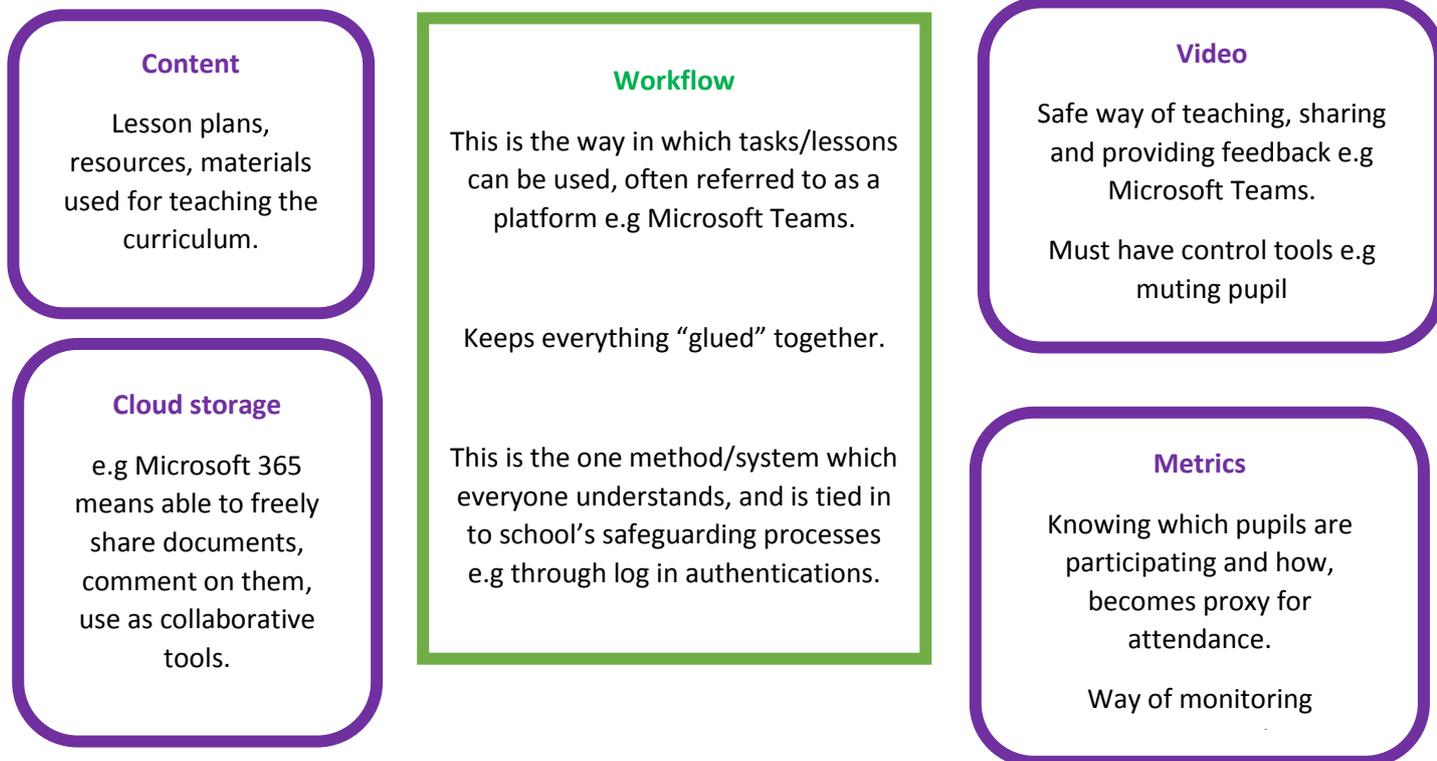
## **8. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

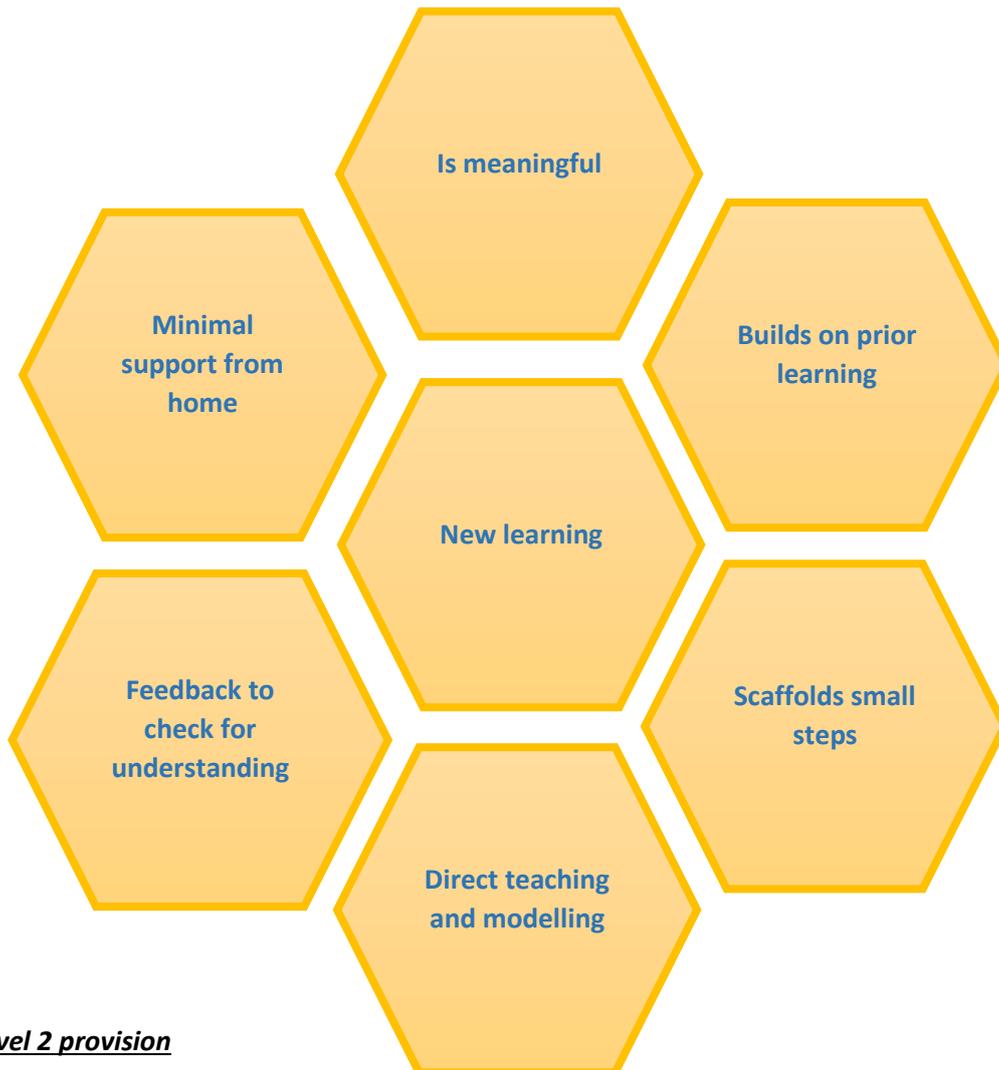
•Appendix 1

• **Stage 1-** Schools are required to have a strong contingency plan in place for remote education provision. The following diagram illustrates what this needs to take account of:



**Stage 2** - Schools are required to consider how to continue to **improve** the quality of their existing curriculum, so that their online learning offer matches the in-school curriculum and pedagogy offer.

The following diagram illustrates what this might take account of:



Level 1 and Level 2 provision

**Key stage 1**

Subject	Level 1 Work from day 1 of self- isolation	Level 2 Lockdown provision	Resources
Phonics	Daily phonics lesson With activities for reading and writing Tricky words to practice	Pre-recorded teaching video uploaded daily.	Teacher led video

Maths	Daily Maths session provided in paper form	Daily Maths lesson- Oak academy or white rose on-line learning Numbots	Oak Academy White Rose numbots
Reading	Book exchange system	Book exchange system or use of on-line reading resources 'Oxford owls' Nessy learning programme	School reading books Oxford owls Nessy learning programme
Writing	Story making activity per week	Oak Academy led Writing task daily	Oak Academy
Foundation subjects	e.g 1x project per week from various areas	1 topic task per day following planned curriculum	Oak Academy Selected links

## **Key Stage 2**

<b>Subject</b>	<b>Level 1 Work from day 1 of self- isolation</b>	<b>Level 2 Lockdown provision</b>	<b>Resources</b>
Spellings	Daily spellings lesson With activities for reading and writing Common exception words/words to practice	Weekly provision of spelling activities	
Maths	Daily Maths session provided in paper form	Daily Maths lesson- Oak academy or white rose on-line learning TTRS	Oak Academy White Rose TTRS
Reading	Book exchange system	Book exchange system or use of on-line reading resources 'myON' Nessy learning programme to Y4	School reading books myON on-line library accelerated reader. Nessy learning programme
Writing	Class writing tasks	Oak Academy led Writing task daily	Oak Academy
Foundation subjects	Topic session per day covering science, history, geography, art, P.E. French, D.T.	1 topic task per day following planned curriculum	Oak Academy Selected links

**Level 2** - Physical learning packs will be created for individual pupils with specific needs. These packs will include work books and exercise books for recording. These packs should be collected from school following a notification message from the school office. Where families are unable to collect packs due to their circumstances, packs will be delivered.

Class teachers will monitor the submission of work through Microsoft Teams and the school Tapestry app. In addition, they will keep a record of attendance at virtual sessions. This will be reported to the Head teacher and contact will be made with families to "check in" where we have not had engagement with the remote learning tasks that have been set.

Following a period of self-isolation or lockdown, a simple survey or questionnaire will be provided to parents to reflect on the remote learning provision provided to enable the school to further shape and develop the offer for pupils.

### **Remote Learning at school**

Remote learning will be available for when individual children are in isolation due to members of their family being tested and awaiting results, when whole bubbles are in isolation due to their being a positive case, or if instructed by Public Health England, the whole school to be closed or a national lockdown.

None of these situations are ideal, as the best place for children to have access to the National curriculum is in school, with the required resources, with adults who have chosen their career and have had the necessary training! Although children learn many things at home, no one is expecting parents/carers to take on the teaching role as it would be done in the classroom, especially when juggling their own family circumstances which may or may not, be conducive to supporting children with the National curriculum. Any support which therefore can be given, is valued and appreciated.

No family must feel any pressure during these periods away from school as all family circumstances differ tremendously. However, we have a responsibility to provide learning opportunities for the children. All we ask, in order for us to work together, is to have open conversations about support and their learning. We would hope that in any of these situations, learning at home would not be for more than 2 weeks – 10 school days unless a national lockdown is imposed.

We also are aware that if multiple bubbles are not able to come into school, or if a family are isolating, access to technology is limited. The school can provide photocopied learning materials if this helps you, for you to pick up.

#### ***If your child is off school, because they are poorly...***

Your child is poorly and must rest!

#### ***If your child is off school, because they are in isolation due to a member of the household being tested for Covid-19, awaiting results...***

***If your child is off school because they are being tested for Covid-19, but is well enough to complete some learning...***

- On the year group on the website or if in lockdown on your child's class Teams group
  - there are options of activities which your child can get involved in. Your child has access to these resources:
- Reading – hearing read (fiction and/or non fiction) and being read to
- Times Tables Rockstars
- White Rose Maths lessons
- Weekly Spelling lists (Year 2 onwards) revision of previous weeks, as well as current
- BBC Bitesize
- Oak National Academy

***If your child is off school due to the bubble being sent home...***

**EYFS** – There will be learning film clips and/or a message sent on Tapestry by 9.30am every morning

**Years 1-6 – Daily learning**

In Years 1-2, there will be daily learning posted on Teams before 9.30am.

In Years 3-4, there will be daily learning posted on Teams before 9.30am

In Years 5-6, there will be daily learning posted on Teams before 9.30am.

This will be a maths lesson, as well as a phonics / spelling / English and a topic activity based.

**Teams sessions**

There will be a video posted by your class Teacher every day by **9.30am** The purpose of this session will be to introduce the learning of the day. This cannot obviously be 'teaching', but will give enough guidance.

There will be additional live Teams 'check in' meetings where your child can speak to their Class Teacher and discuss their learning from that week.

**Online learning**

As well as the daily learning, your child also has access to these

Reading – hearing your child read (fiction and/or nonfiction) and being read to

- Times Tables Rockstars
- Weekly Spelling lists (Year 2 onwards) revision of previous weeks, as well as current lists, found in homework diaries
- BBC Bitesize
- Oak National Academy
- myON library
- Nessy Learning programme.

If your class teacher has not had contact with your child for 2 consecutive days, they will give you a ring to check you are OK and you are able to access anything you need to.

In preparation for this eventuality, please ensure that:

- The school office has your email address
- Your child has all passwords for the above websites

If your child's teacher is off work due to being ill, another staff member will take the lead in the delivery of the learning. They will be supported by Mrs L McCormick (KS2 Lead and Miss N Floyd KS1 Lead and Mrs L Julian EYFS Lead)

If your child has **additional needs** and you would like to speak to Mr Gilbert during this period, please do not hesitate to contact the school office.

### **Remote Learning Security and Protocols**

We will be using Teams and Tapestry as our platform for the delivery of any online lessons. To ensure that these sessions run smoothly and safely we will use the following protocols:

- Meeting details will never be shared publicly or posted on social media. We will share the meeting link via email from the [class email](#) account to the email addresses we hold in the school.
- At least two members of staff will be in the session – this will normally be the class teacher and teaching assistant.
- Participants will join a waiting room and be admitted to the session from there.
- Settings will be set so that participants join the session with sounds and video off. The host can then request that these are turned on.
- The host will be able to remove anyone from a session immediately.
- Chat will be disabled in our sessions.
- During sessions the host will know how to ‘mute all’ which will stop participants from unmuting themselves.
- Screen share will only be available for the host.

Additionally, we would ask all parents to check the displayed participant name so that it just shows the child’s forename and initial of their surname.

## **Appendix 3**

### **Tywardreath School**

#### **Guidelines for remote digital meetings and digital lessons (Zoom)**

##### **Size of group**

- Must be at least 2 members of staff present.

##### **Settings**

- The host must control who joins the meeting
- Disable "join before host"
- Only admit one participant at a time
- It must be the parent/carer that joins with the pupils’ screen name: If a name is not recognisable, then they do not join the meeting.
- A waiting room must be enabled

- Chat should be switched off.
- Set screen sharing to "host only"
- Disable file transfer
- Disable "allow removed participants to rejoin" group
- Host to lock the classroom to prevent anyone else from joining.
- Host should record. Pupils not allowed to record meeting.

### **Conduct**

- 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.
- Staff should record, the length, time, date and attendance of any sessions held.
- Language must be professional and appropriate, including any family members in the background.

## Appendix 5 Device loan agreement for pupils

### 1. This agreement is between:

- 1) [insert your School's name and address] ("the School")
- 2) [Name of parent and their address] ("the parent" and "I")

And governs the use and care of devices assigned to the parent's child (the "Pupil"). This agreement covers the period from the date the device is issued through to the return date of the device to the School.

All issued equipment shall remain the sole property of the School and is governed by the School's policies.

1. The School is lending the Pupil a laptop ("the equipment") for the purpose of doing schoolwork during the COVID19 Lockdown, from home.
2. This agreement sets the conditions for taking a [insert School name] laptop ("the equipment") home.

I confirm that I have read the terms and conditions set out in the agreement and my signature at the end of this agreement confirms that I and the Pupil will adhere to the terms of loan.

### 2. Damage/loss

By signing this agreement, I agree to take full responsibility for the loan equipment issued to the Pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that the Pupil and I are responsible for the equipment at all times, whether on the School's property or not.

If the equipment is damaged, lost or stolen, I will immediately inform the Headteacher at School and I acknowledge that I am responsible for the reasonable costs requested by the School to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in good condition and to return it to the School when requested from the School in the same condition.

I will not leave the equipment unsupervised in unsecured areas.

If the equipment is damaged, lost or stolen, and your child is eligible for pupil premium, contact [insert name of staff member].

I will make sure my child takes the following measures to protect the device:

- Keep the device in a secure place when not in use
- Don't leave the device in a car or on show at home
- Don't eat or drink around the device
- Don't lend the device to siblings or friends
- Don't leave the equipment unsupervised in unsecured areas

### 3. Unacceptable use

I am aware that the School monitors the Pupil's activity on this device.

I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

This includes, but is not limited to the following:

- Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
- Any illegal conduct, or statements which are deemed to be advocating illegal activity
- Activity which defames or disparages the School, or risks bringing the School into disrepute
- Causing intentional damage to ICT facilities or materials
- Making any hardware or software changes to the equipment without authorisation from the School IT Department
- Using inappropriate or offensive language

I accept that the School will sanction the Pupil, in line with our behaviour/discipline policy, if the Pupil engages in any of the above **at any time**.

### 4. Personal use

I agree that the Pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

### 5. Data protection

I agree to take the following measures to keep the data on the device protected.

- Do not share the equipment among family or friends
- Ensure the antivirus software is up to date

If I need help doing any of the above, I will contact the TPAT Central ICT Team on the email [itsupport@tpacademytrust.org](mailto:itsupport@tpacademytrust.org) or ring them on 01872 613289 (Phone support is available between 8:30am and 3:30pm, Monday to Friday).

### 6. Return date

I will return the device in its original condition to [location, e.g. office/IT office] within 7 days of being requested to do so.

I will ensure the return of the equipment to the School if the Pupil no longer attends the School.

## 7. Consent

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

DEVICE SERIAL NUMBER	
DEVICE MAKE / MODEL	
PUPIL'S FULL NAME	
PARENT'S FULL NAME	
PARENTS SIGNATURE	
DATE	