



### Benedict House Home Learning Policy v8.0

*(This Policy should be read in conjunction with the current BHPS Safeguarding Policy v8.0 and the DFEs 'Working Together to Improve School Attendance' – August 2024)*

#### **Introduction**

This document provides guidance as to how Benedict House will provide high-quality remote education when it is not possible, or is contrary to government guidance, for some or all pupils to attend school.

Remote education will only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

#### **Prioritising attendance**

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. We consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school for an extended period beyond their control. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.

Please note: Pupils absent from school and receiving remote education may be marked as absent in the register, depending on the individual circumstances, as deemed by the Headteacher.

#### **Scenarios where remote education will be considered**

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:

- School closures or restrictions on attendance, where school access for pupils is restricted

- Individual cases where a pupil is unable to attend school but continues to be able to learn

### **School closures or restrictions on attendance**

Providing remote education does not change the imperative to remain open or to reopen as soon as possible. We will make every effort to ensure pupils can be taught in person by attending school. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when the school leadership team or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, we will consider providing remote education to help pupils stay on track with the education they would normally receive.

### **Individual cases where a pupil is unable to attend school but is able to learn**

There will only be limited circumstances where remote education will be considered for a pupil who is unable to attend school but is able and well enough to continue their education. These circumstances might include: pupils recovering from infectious illnesses, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery. There is no specific timeframe and would depend upon the individual circumstances.

In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, we will consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Provision of remote education should only short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

### **What we will consider when providing remote education to individual pupils**

☑ Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate, a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.

☑ Setting a time limit within which the period of remote education provision should be

reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

### **Digital education platforms**

Digital education platforms (also known as virtual learning platforms, virtual learning environments and virtual classrooms) will be used to enable continued access to teaching resources. The cloud-based features enable teachers to embed remote education provision within school planning, as opposed to setting it as a separate event if required. Digital education platforms can also facilitate teacher-pupil interaction, including feedback and assessment, as well as enabling pupils at home to stay connected to their peers in school. BHPS uses a number of these, therefore pupils should already be familiar if required to transition to remote learning.

### **Remote education during a suspension or permanent exclusion**

We will provide work for pupils during the first five school days of a suspension or permanent exclusion.

### **Provision for pupils with SEND**

If pupils with SEND are not able to attend school and require remote education, their teachers are best placed to know how their needs can most effectively be met to ensure that they continue to access the curriculum. We will put in place an appropriate curriculum, teaching and support that will enable the pupil to continue learning effectively. Some pupils with SEND may not be able to access remote education without adult support. We will work collaboratively with families and put arrangements in place that allow pupils with SEND to access remote education successfully.

For those children who have an EHCP or other additional needs, support and differentiation can be provided. Children with these needs have been added to age-appropriate groups (Year Groups virtual learning) and are given additional work via our online learning platforms.

### **Delivering remote education safely**

Keeping children safe online is essential (refer also to the school's Safeguarding Policy). The guidance on safeguarding and remote education provides information on what we as a school will be doing to protect pupils online during any period of remote education.

We are aware of a need for ensuring stringent online safety for our children and support for parents whose children are learning at home. The whole community will continue to abide by the acceptable use of online materials outlined in our E-Safety and Internet Policy.

Parents will have had access to the National Online Safety posters and links to offer guidance when children are online, but this information can be found using the links below:

- ☑ Thinkyouknow (advice from the National Crime Agency to stay safe online)
- ☑ Internet matters (support for parents and carers to keep their children safe online )
- ☑ Parent info (support for parents and carers to keep their children safe online)
- ☑ LGfL (support for parents and carers to keep their children safe online)
- ☑ Net-aware (support for parents and careers from the NSPCC)

This support will reinforce the issues surrounding children being on their devices and subsequently help prevent unsuitable members of the public gaining access to our children.

Parents will be reminded of whom to contact if they are concerned about a child's welfare or staff misconduct and all details you will find listed below.

**Concern about a child:**

Designated Safeguarding Lead (DSL):

Stephanie Tedder – 020 8300 7206  
stephanie.tedder@benedicthousepreschool.co.uk

Safeguarding Deputy (DDSL):

Amy-Willis Richards (EYFS contact) - 020 8300 7206  
a.willis-richards@benedicthouseprepschool.co.uk

Safeguarding Deputy (DDSL):

James Perkins – 020 8300 7206  
james.perkins@benedicthouseprepschool.co.uk

Safeguarding Deputy (DDSL):

Laura Baker – 020 8300 7206  
Laura.baker@benedicthouseprepschool.co.uk

The Designated Safeguarding Lead (DSL) is a member of the Senior Leadership Team (SLT). If, in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care:

Bexley Council Safeguarding MASH Front Door – 0203 045 5440  
Out of hours – 020 8303 7777

Or

LADO (Local Authority Designated Officer)  
Liston Williams – 0203 045 3436 – LADO@bexley.gov.uk

Or – childrens.triageteam@bexley.cjsm.net

If absent; CS Group Safeguarding Governor and Chair of Governors, Viv Thompson,  
Tel: 07957207138 - vthompson@chatsworthschools.com

Secondary Contact

James Thompson – 07545221922 jthompson@chatsworthschools.com

or:

LADO (Local Authority Designated Officer)  
Liston Williams – 0203 045 3436 – LADO@bexley.gov.uk

Concern about the Head

Chairman of Governors, Vivianne Thompson, CS Group Safeguarding Governor and  
Chair of Governors, Tel: 07957207138

or

LADO (Local Authority Designated Officer)  
Liston Williams – 0203 045 3436 – LADO@bexley.gov.uk

### **Children and Online Safety Away from School**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the Safeguarding Policy and where appropriate referrals will be made to children's social care and as required, the police. Benedict House Prep School will ensure any use of online

learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things we consider when delivering virtual lessons , especially where webcams are involved:

- No 1:1s, groups only.
- 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; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- 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 any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.