

Blossom Lower School and Upper House



Remote Working and Dual Provision Policy (Teaching, Learning and Therapies)

Foundation Stage, Primary, Secondary, Post 16

Last Updated: September 2020

Senior Management Team

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Note: For ease of reading we have used the term ‘parent’ throughout this document, however this refers to all parents, carers, guardians, and anyone else with parental responsibility

About this Policy

In response to the Coronavirus (COVID- 19) outbreak, Blossom House School will continue to provide remote working and/or dual provision, for staff and pupils who are unable to attend the school site due to covid-related issues. These include self-isolation, staff shortages that contravene health and safety regulations, or any localised lockdowns instructed by local or national authorities.

Remote working will allow staff to carry out their duties within their home settings, complete any administrative tasks, and provide online teaching, learning, therapies, and pastoral support for the pupils. Our dual provision protocols will allow pupils to access the curriculum and receive any therapies they need, where they are at home but are otherwise well. This policy has been created to ensure that staff, pupils and parents are able to communicate safely and effectively.

As the vast majority of pupils who attend Blossom House School have an EHCP, they are considered to be a 'vulnerable group' by the DfE. We will therefore strive to ensure that all pupils have access to full-time on-site provision where possible, at all tiers of restriction.

This policy has been written with reference to the following:

- [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- DfE: [Guidance for Full Opening: Schools](#)
- DfE: [How Schools Can Plan for Tier 2 Local Restrictions](#)
- DfE: [Keeping Children Safe in Education 2020 paragraph 92 and Annex C](#)
- [SWGfL- Safe Remote Learning](#)
- [Safer Recruitment Consortium: Guidance for Safer Working Practice \(April 2020\)](#)

Remote Working

Guidelines for Staff

- Staff who are unable to attend school due to covid-related issues, but are otherwise well, will be expected to work remotely.
- Remote working may take place at varying times, depending on staff commitments (e.g. childcare, shared use of computer etc.). Staff who cannot work their contracted hours should set up an 'out of office' response with their preferred working hours, so recipients know when to expect a reply or schedule a conversation.
- Staff should take regular breaks as detailed in their contract of employment.
- If staff become unwell, they should call the absence line to notify the school. If possible, they should set up an 'out of office' response with an alternative contact if it is urgent. Staff are not expected to work remotely if they are unwell.

- Staff should ensure that all social media privacy settings are set on high, as personal phone numbers are often linked to social media pages and profile pictures.
- Staff should keep their remote access secure and password protected.
- Social media apps (WhatsApp, Facebook Messenger etc.) should not be used for business communication between staff, as this goes against terms of use, and may breach GDPR. Social media apps can of course be used for informal or social communication between staff members.
- Staff are permitted to use video calls and conferencing with colleagues, and are encouraged to dial in for any meetings where possible.
- Staff who are working remotely, must follow our school policies (please find these in Shared Files/Policies). Staff will be subject to the same performance measures, processes and objectives that would apply if they were working in school.
- Staff should maintain professional conduct during any communication (whether business or social), with colleagues. Any inappropriate conduct should be reported to HR.
- If staff experience any difficulties with remote working, they should initially discuss these with their line manager.

Data Security and Confidentiality

- All equipment and information must be kept securely. Staff should take all necessary steps to ensure that private and confidential material is kept secure at all times.
- Staff confirm that they have read and understood our policies relating to computer use, electronic communications and data security and that they will regularly keep themselves informed of the most current version of these policies.
- If staff discover or suspect that there has been an incident involving the security of information relating to the School, pupils, or anyone working with or for the School, staff must report it immediately to the Principal.

Health and Safety

- When working remotely, staff have the same health and safety duties as when working at the School. Staff must take reasonable care of their own health and safety and that of anyone else who might be affected by their actions and omissions.
- Staff must ensure their working patterns and levels of work both over time and during shorter periods are not detrimental to their health and wellbeing.
- Staff must use their knowledge, experience and training to identify and report any health and safety concerns to The Director of Operations.
- When working at or from home, staff are covered by Blossom House School's accident insurance policy. Any accidents must be reported immediately in accordance with our Health and Safety Policy.

Communication with Pupils and Parents

- Phone calls should take place within usual school hours (Mon- Fri 8:30-5:00), where possible. Emails may be sent outside of these times if required.
- Where possible, staff should use parents or carers email addresses and phone numbers to communicate with pupils. If emailing pupils directly, the parent(s) should be copied in.
- Pupils attending our Post 16 provision may be contacted directly; this includes via school/personal email, mobile phone and the 'text' function on Microsoft Teams.
- Staff must always use their Blossom House email address to contact parents or pupils.
- Staff should withhold their phone number (or dial 141 first), when using personal phones to contact parents or pupils.
- Where staff have found it necessary to share their personal phone number with a parent/pupil, they should avoid responding to calls/ messages outside of working hours.
- If staff have shared their personal phone number and are in receipt of any inappropriate contact, they must block the number and inform the Principal immediately.
- Parent/pupil personal information or data should never be shared without consent and must be stored appropriately to ensure it cannot be accessed by anyone else.

Staff and Parent/Pupil relationships

- Staff must maintain appropriate relationships with pupils and parents at all times. If staff feel that this boundary is being crossed at any point, (inappropriate content in emails, inappropriate phone conversations, sharing of any inappropriate photographs or videos, repeated attempts to make contact, or contact outside of usual working hours etc.), they must report to the DSL and Principal immediately.
- Staff are not permitted to use any social media platforms to make contact with pupils or parents (Facebook Messenger, WhatsApp, Instagram, Snapchat etc.) Any staff who receive social media contact from a parent or a pupil, must report to the DSL.

What to do if there are safeguarding concerns

- Any safeguarding concerns that are raised over the phone or online, must be logged under 'Safeguarding' on SchoolPod. Usual safeguarding protocols will follow.
- In the unlikely event that significant safeguarding concerns are raised outside of school hours where the DSL is not available, staff can report directly to children's social care. Local Authority social care teams can be found using this [online tool](#) (pupil's postcode is needed). Any actions taken must be reported to the DSL as soon as possible.
- In the event of severe self-harm (in need of medical attention) or concerns around suicidal intent, parents must be advised to call 999 or take their child to A&E.
- For any concerns about online safety, staff can also contact the Professionals Online Safety Helpline on 0344 381 4772 or email at helpline@saferinternet.org.uk.

Dual Provision

Dual provision is a combination of face-to-face interaction which takes place on the school premises, and remote interaction via online platforms. Dual provision includes all teaching, learning, therapies and pastoral support. Dual provision will ensure that pupils will be supported as specified in the EHCP, should they be unable to attend school due to covid-related issues.

Management of Dual Provision

- Specialist Advisors are responsible for ensuring all pupils have access to provision, which includes those who are unable to attend school, but are otherwise well.
- Dual provision curriculum and therapy protocols are overseen by the Heads of Curriculum and Therapies.
- Dual provision safeguarding protocols are overseen by the DSL.
- All dual provision protocols are authorised by the Principal.

Support for Parents and Pupils

- As Blossom House School is responsible for the continuation of provision if children are asked to stay at home, but are otherwise well, there is an expectation that parents will agree to this taking place remotely. By logging their child into an online platform, or by accepting phone/video calls, consent will be automatically be assumed. Any parent who does not give consent for remote provision, must address this directly with the Principal.
- All parents must be sent the *Dual Provision Code of Conduct for Parents and Carers* and *Tips to Help Support your Child with Distant Learning* before any remote sessions can take place (see appendix 1). These include online safety guidelines.
- Pupils will be sent age appropriate online rules (see appendices 2-4). Parents are aware that it is their responsibility to go through these rules with their child.
- Pupils will be supported to access provision from home, which may include school provided tech, and access to ICT support (skills, cheat sheets, and online safety rules). Laptops provided by the school will have appropriate IT filters in place.
- The school will provide ongoing online safety support for parents and pupils. In October 2020, Childnet will be delivering a live online e-safety session, which all parents and carers will be invited to attend. Childnet will also be running live online e-safety training for secondary group leaders and attached SLTs; support for secondary pupils can then be delivered more regularly during PSHE lessons.

Guidelines for Staff

- All staff will be supported to deliver dual provision, either on the school premises or at home (any staff who feel unable to carry out their duties to the best of their ability, should discuss this with their line manager).
- Blossom House School will use the following platforms for video calls and conferencing only: Zoom, Skype and Microsoft Teams. No other video platforms are permitted.
- Remote sessions should take place within usual school hours.
- Staff should leave enough time to sort out any technical issues before any live video sessions are due to start.
- Staff should have the parent/carers' phone numbers to hand in advance of the session, in case they need to be contacted for technical issues or safeguarding incidents.
- Staff should wait for 10 mins for pupils to arrive on video calls. If after 10 mins they have not arrived, and cannot be contacted to remind them, the call can be terminated.
- Staff should be familiar with the privacy and mute settings of video applications, and feel confident to end a call/meeting immediately should this be necessary.
- Staff should ensure that any video calls or recordings take place in a neutral area where nothing personal or inappropriate can be seen or heard in the background. Staff must ensure they are appropriately dressed and that no one else is present or audible.
- Staff must advise pupils to take a break if necessary (*see appendix 5 and 6*).
- If a pupil is not in an appropriate workspace, or if they are not appropriately dressed for learning, they session should end and an email should be sent to their parent to explain why. If there are safeguarding implications, the DSL and Principal should be notified.
- Staff must report any situation where a pupil becomes distressed, anxious or angry to the Specialist Advisor.
- 1:1 phone calls should be used to resolve any issues that arose during the video sessions, to support pupil understanding.
- Video sessions must not be recorded (including screenshots) or shared at any time.
- All video sessions are logged on a central register.
- **Only staff who have been permitted to make video contact should do so. Video contact should be deemed necessary and in the best interests of the child. Any unauthorised or inappropriate video contact may result in disciplinary action.**

Dual Provision Protocol for Pupils Self-Isolating/Anxious/Waiting for Tests

- A child is either sent home or parent/carers phone in to report their child's absence.
- If a child is at home, but are otherwise well, they will be offered dual provision. This includes those who have been unwell but no longer have any symptoms. If a child is unwell, they will not be able to partake in dual provision.

Early Years	
Pastoral support	Group Leader to call Parent to check in
Curriculum	Teachers to send out the Learning Project document based on the planning that is being used, adapted for home teaching containing: Daily topic activity Daily maths activity Daily literacy activity Additional Art based topic activities
SLT input	SLTs to provide a range of SLT activities for the week based on what the group would be covering in the group sessions. SLTs to arrange a phone check in to discuss activities and see what support can be provided for the home environment. Therapists will organise a Zoom session if a pupil currently receives individual therapy.
OT and PT input	Sensory motor challenge video to be sent home for pupils. If pupil receives individual OT/PT input at school the relevant Occupational Therapist to contact parent to arrange a Zoom call or phone call (one a week) to provide coaching/support/guidance around supporting their child's sensory needs at home.
Arts therapy input	<i>Therapist will organise Zoom call if pupil receives individual therapy.</i>

Adapted Curriculum	
Pastoral support	Group Leader to call Parent to check in with Child and Arrange a weekly Zoom Call whilst they are off.
Curriculum	Child's individual teacher and speech and language therapist to prepare grid of activities that parents can access at home. Assistants to create a small pack of resources to support the work that the pupil can do at home. <i>E.g. PECS symbols for home-based reinforcers, visual timetables to support students with independent learning activities.</i>
SLT input	Speech and Language Therapist to contact parent to arrange a Zoom call (one a week). This call will function as an opportunity for parent coaching/support/guidance around supporting their child's communication at home.
OT and PT input	Sensory motor challenge video to be sent home for pupils. If pupil receives individual OT/PT input at school the relevant Occupational Therapist to contact parent to arrange a Zoom call or phone call (one a week) to provide coaching/support/guidance around supporting their child's sensory needs at home.
Arts therapy input	Case by case

Primary	
Pastoral support	Group Leader to call Parent to check in with child and arrange a weekly Zoom Call whilst they are off. Weekly assembly PPT to be emailed home.
Curriculum	A pack containing the following lessons and activities will be sent to Parent via email: Phonics x 1 activities English x 2 activities Bug Club x 1 assigned text Maths x 2 worksheets/activities (plus online game logins) Science x 1 activity Topic x 2 activity <i>Any pupil receiving individual therapy will have a 1:1 video call. This includes SpLD.</i>
SLT input	CT x 2 activities <i>Therapist will organise Zoom call if pupil receives individual therapy.</i>
OT input	OT x 1 week of handwriting and 1 gross motor video. Handwriting packs to be posted home for pupils. <i>Therapist will organise Zoom call if pupil receives individual therapy.</i>
Physiotherapy input	<i>Therapist will organise Zoom call if pupil receives individual therapy.</i>
Arts therapy input	<i>Therapist will organise Zoom call if pupil receives individual therapy.</i>

Secondary	
Pastoral support	Group Leader to call Parent to check in with Child and Arrange a weekly Zoom Call whilst they are off.
Curriculum	Child's individual teacher or subject assistant to e-mail parent to organise a Zoom call with the pupil. This will be for the following subjects: <ul style="list-style-type: none"> • Eng • Maths • Science The Zoom calls will be 10 mins to check in with the child about their learning. This is 10 mins per week. In addition: lessons to be sent home for pupil to work from at home. Assistants to create a small pack of resources as extra more general work that the pupil can do at home.
SLT input	Life Skills therapist to contact parent to arrange a Zoom call (one a week). This will deliver the lesson for the pupil to access it 1:1 remotely.
OT input	Learning break challenge video worksheets to be sent home for pupils. <i>Therapist will organise Zoom call if pupil receives individual therapy.</i>
PT input	<i>Therapist will organise Zoom call if pupil receives individual therapy.</i>
Arts therapy input	<i>Therapist will organise Zoom call if pupil receives individual therapy.</i>

	Post16
Pastoral support	Group tutor to call Parent to check in with student and arrange a weekly Zoom Call whilst they are off.
Curriculum	<p>College Link students – relevant CLM to contact student and check they are able to access college remote learning online. CLM to then check in with them via phone or Zoom - minimum once a week.</p> <p>Pathways students – BTEC teacher to contact student/parent via Teams or email and provide a work pack to be used at home. BTEC teacher to check in via phone or Zoom once a week.</p> <p>All students (inc. Work Placement) – teachers to provide work via Teams in following subjects:</p> <ul style="list-style-type: none"> • English • Maths • Work Skills <p>In addition: Teaching staff to check in with students once a week.</p>
SLT input	SLT to contact parent to arrange a Zoom call (one a week). They will deliver the lesson for the pupil to access it 1:1 remotely.
OT input	There is OT input available for Post 16 students – Parents/ carers need to contact the Specialist Adviser if they feel that their child could cope/need more home learning and the OT team would provide OT homework via email/teams
Arts therapy input	This will be assessed on a case by case basis.

Dual Provision Review

- Dual provision protocols will be kept under constant review.
- Curriculum and therapy protocols will be reviewed during fortnightly Heads of Curriculum and Therapies meetings.
- Safeguarding protocols will be updated and amended as required.
- The views of the staff, parents/carers, and pupils, will be regularly sought e.g. via online surveys, liaison with the Specialist Advisor, email from the Principal etc.
- The school may make changes to this policy following any new or updated guidance from the DfE and/or relevant authorities.
- Any questions or comments about this policy should be brought to attention of the Senior Management Team and/or raised with the Principal directly.

Dual Provision Code of Conduct for Parents and Carers

As Blossom House School is responsible for the continuation of provision whilst pupils are self-isolating at home, but who are otherwise in good health, Teaching, Learning, Therapies and Pastoral Support will be delivered remotely. In order to make dual provision as successful and as safe as possible, we ask that you read through these guidelines before any sessions take place.

- By logging your child into an online platform, or by accepting phone/video calls, consent will be automatically be assumed. **If you do not give consent for your child to participate in provision remotely, please address this directly with the Principal.**
- Please ensure that your child has read and understood the 'online rules' for their Key Stage.
- The school will send you a timetable of provision for your child. You will know which staff member(s) will be delivering sessions or making contact, the date and time, and the online platform that will be used (including any passwords).
- If you need to miss a session, or if there are technical difficulties, please do not worry. If you have having difficulties accessing remote sessions for any reason, please let your child's Group Leader know.
- Blossom House School will use the following platforms for video calls and conferencing only: Zoom, Skype and Microsoft Teams. We will send you instructions of how best to use these, including any passwords/details you may need.
- Staff will never attempt to make contact with parents, carers or pupils via social media platforms (Facebook Messenger, WhatsApp, Instagram, Snapchat, TikTok etc.). Any such contact should be treated as suspicious and must be reported to the Principal immediately.
- Please provide your child with a workspace that is quiet, safe and free from distractions (ideally not a bedroom).
- Make sure your child is dressed appropriately and ready for learning (no pyjamas).
- Your child should not be eating whilst they are participating in live video session. We encourage your child to have some water available, but please do not provide hot/fizzy/sugary drinks as these may affect their learning.
- Please leave enough time to sort out any technical issues before any live video sessions are due to start.
- If you are more than 10 mins late for a live session, and you have not let the member of staff know, the session may be cancelled.
- Parents/ carers are responsible for making sure their child remains safe during any remote sessions. We advise you to stay in the room with your child during any phone

calls or live video sessions, and to stay nearby your child when any online learning is taking place.

- Your child may need to take a break, especially if they are getting upset or finding things tricky. If your child needs a break during any remote sessions, please refer to the strategies sent to you.
- Video sessions must not be recorded (including screenshots) or shared at any time.
- Any concerns or queries about online conduct should be discussed with your child's Group Leader or Specialist Advisor.
- Blossom House School will ensure any online platforms used are in line with privacy and data protection/GDPR requirements. Any personal details will be kept confidential and all video sessions will be password protected. Please do not share passwords with anyone else.
- Any safeguarding concerns should be directed to the Designated Safeguarding Lead (*Fiona Roberts* fionar@blossomhouseschool.co.uk) and/or Principal (*Joey Burgess* joeyb@blossomhouseschool.co.uk).

If you need further support to keep your child safe online, please visit the following websites:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Tips to help support your child with distant learning

Before the session:



1. **Try to reduce background noise and create a quiet learning environment (so far as possible).**
 - This helps students to focus and stay on task.
 - If possible, encourage your child to wear headphones if it's difficult to create a quiet space.
 - Students will benefit from sitting on a chair and at a table.



2. **Set up the computer before the session and check everything is working.**
 - It helps ensure your child can access the full lesson time.
 - It also helps reduce potential stress and worry beforehand.
 - If anything isn't working – please let us know asap (by emailing your child's Life Skills therapist)



3. **Try to make sure they've eaten some snacks and have water with them.**
 - This will help them to focus for the duration of the session.
 - Email your child's Life Skills therapist if you feel they are not ready to learn today (e.g. if they are too distracted or feeling upset).

During the session:



4. **Stay nearby (within earshot) but give your child physical space.**
 - This will help them to be as independent as possible and make them feel more like they're at school.
 - It also means they feel supported by having you near if they need you.



5. **Give your child time to work out the answer unless the teacher/therapist directly invites you to suggest a response.**
 - This helps us see where your child is at in their learning, so we make sure we keep the lessons at the right level for them.
 - It also really helps children to see that they've achieved something by themselves. It can really boost their confidence and motivate them to keep going!



6. **Be encouraging and praise them when they do well but give them time to answer.**
 - Students benefit from a significant amount of 'wait time' to process questions and formulate responses (often 10 seconds or more).

After the session:



7. **Email your child's teacher/ therapist if you have any questions.**
 - Try to avoid interrupting the lesson; it helps to maintain the flow of the lesson so your child can stay focussed.
 - To avoid speaking about the child in front of them please just call or email your questions to us after the session.



8. **Talk to your child about what they learned: what did they enjoy? What did they find difficult?**
 - This will help consolidate their learning.
 - It also gives us really useful feedback so we can keep improving our sessions.



9. **Try to use as much of the new vocabulary that your child learns in your everyday environment.**
 - Hearing new vocabulary in as many contexts as possible really helps to reinforce learning.

Rules for Zoom Calls

Sometimes I will have video calls with my class or some 1:1 sessions with therapists. We will use Zoom to make these calls. These are the rules when using Zoom:

1. An adult must be with me at all times when I am on Zoom



2. I will not take photos or videos when on Zoom



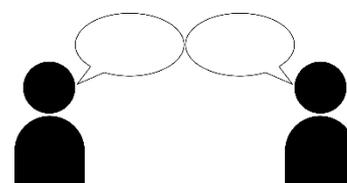
3. I will be sensible and kind to my friends and pay attention when others are talking



4. I will be respectful to the adults



5. I will not send anything inappropriate while online, if I see something inappropriate by accident then I will tell an adult immediately



If children are finding it difficult to make good choices they will be given a reminder of these rules. If the behaviour continues they will be asked to leave the Zoom call.

Online Rules for Secondary Pupils

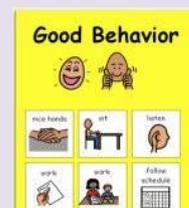
General Rules for Working Online

- I will only use technology for school reasons the way my teacher/therapist has told me to.
- I will not record or take photos/screenshots of my classmates, teachers or therapists during a video session.
- I will not tell anyone the passwords for Zoom.
- When emailing I will only use my school email account.
- I will only email teachers about work
- I will only use/attach appropriate work.
- I will not look for or share inappropriate images with anyone
- If I accidentally see inappropriate images I will report it immediately to my group leader or my parent.



Behaviour for Working Online

- I will be responsible for my behaviour when using technology (e.g. Zoom and video calls)
- I will use respectful language and kind words
- If I show inappropriate behaviour over technology this will be logged and shared with Clem.
- I will get a reminder to make the right choice
- If my behaviour continues the adult will remove me from the zoom call.
- I will try to be patient and respectful with everyone
- I will NOT record others online.



Zoom Expectations

When using video calls, remember that school classroom rules are expected. I will:

- Make sure I am in a room that is quiet and safe.
- Be on time for my Zoom session
- Be dressed appropriately for learning (i.e. no pyjamas)
- Try and stay focused during sessions
- Be patient and respectful with everyone
- I will not record the call.
- If I need a break, I can tell the adult



If I feel worried about anything that has happened online, I must tell an adult. I can also get help through Childline by phoning 0800 1111, or visiting www.childline.org.uk.

If I need to report any harmful online content, I can visit the [UK Safer Internet Centre](http://www.uk-safer-internet-centre.org)

I understand that these rules are to help keep me safe. If the rules are not followed the behaviour consequences will happen and my parents will be contacted.

General rules for working on line

- I will only use technology for school purposes as directed by my teacher or therapist
- I will not record or take photos of my classmates, teachers or therapists during live sessions.
- I will not post anything related to the group chat or session on line or on social media
- I will not reveal my passwords to anyone
- I will be responsible for my behaviour and actions when using technology (Zoom and other interactive applications), this includes the resources I access and the language I use.
- I will make sure that all my communication with students, teachers or others using technology is responsible and sensible.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or my parent, or report it to the [UK Safer Internet Centre](#).
- I understand that when using Zoom and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
- If I need a break, I can request one from my teacher or therapist.
- I understand that these rules are designed to help keep me safe and that if they are not followed, school sanctions will be applied and my parent may be contacted.
- If I feel worried about anything that has happened online, I must tell an adult. I can also get help through Childline by phoning 0800 1111, or visiting www.childline.org.uk.

Zoom/Microsoft Teams expectations

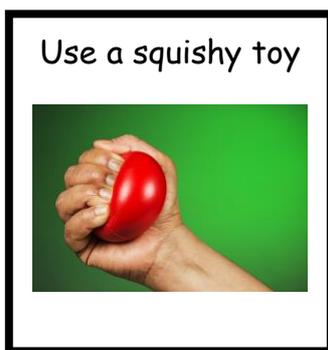
When using video calls (Zoom /Microsoft Teams), remember that this is an extension of the classroom and you should conduct yourself as you would in a classroom. This includes:

- Make sure you are in an environment that is quiet, safe and free from distractions
- Be on time for your interactive session
- Be dressed appropriately for learning (i.e. no pyjamas)
- Remain attentive during sessions
- Interact patiently and respectfully with your teachers and peers
- Behave in a manner that is appropriate when interacting with school staff e.g. appropriate language, sitting up in a chair and not lying in bed.
- Provide feedback to teachers about your experiences and any relevant suggestions
- You MUST NOT record each other's online interactions.
- You will not post anything related to the session on line or on social media
- Make sure you end the session as soon as the teacher indicates to do so.

The Zones of Regulation

Blue Rest Area	Green Go	Yellow Slow Down	Red Stop
 Sad	 Happy	 Nervous	 Angry
 Upset	 Excited	 Surprised	 Yelling
 Hurt	 Calm	 Confused	 Aggressive
 Tired	 Proud	 Silly	 Mad

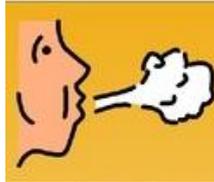
I need to be in the green zone to do my best learning. If I am not in the green zone I can choose a strategy to help me:



Ask an adult to squash me under pillows



Deep breathing



Get some fresh air



Ask an adult to push on my shoulders



Ask to be alone for a few minutes



Meditate



Colouring



Write down how I am feeling



Rip some scrap paper/ cardboard



Play with some slime/ putty



Listen to some calm music



Look out the window for a few minutes



Zoom Call Tricky Times and How to Help

Sometimes at school, pupils have tricky times due the different demands and social miscommunications occurring in a school context. We have tried to anticipate a few feelings and behaviours that may occur for our children due to these Zoom calls. We thought we'd also share some strategies that we use at school, which may support you to help them through this new mode of communication.

