Online Safety and Learning Policy for Remote FCTS working

1. Purpose
This policy ensures that remote First Class Tailored Solutions (FCTS) workers maintain a safe, secure, and professional digital learning environment, with a strong emphasis focused on FCTS safeguarding and data protection policies.

2. Scope
Applies to all remote FCTS staff who interact with students via digital platforms, such as Office 365 and its tools, including teachers, tutors, and support staff.

3. Responsibilities
Remote FCTS staff must:

- Foster a respectful and secure online learning space.

- Protect student data and uphold privacy standards.

- Report any safeguarding or data protection concerns promptly.

4. Acceptable Use of Technology
- Use only FCTS approved platforms and devices for educational purposes, such as Office 365 tools and SELIMS.

- Maintain professional boundaries in all digital communications.

- Avoid sharing personal contact details or social media accounts with students.

- Ensure all shared content is appropriate and educational.

5. Student Data Handling
To protect student data, remote FCTS staff must:

Data Collection:

- Collect only the minimum necessary personal data required for educational purposes.

- Inform students (and guardians where applicable) about what data is collected and why.

Data Storage:

- Store student data securely using encrypted and password-protected systems.

- Avoid storing data on personal devices unless explicitly authorised and secured.

Data Sharing:

- Share student data only with authorized personnel and platforms.

- Never disclose student information to third parties without consent, unless legally required.

Data Access:

- Limit access to student data to those with a legitimate educational or administrative need, wherever possible.

- Log and monitor access to sensitive data where possible.

Data Disposal:

- Delete or anonymise student data when no longer needed, in accordance with institutional and legal guidelines.

Breach Response:

- Immediately report any suspected data breach to the designated Data Protection Officer, via dataprotectionofficer@first-class.org.uk or the IT support team.

- Cooperate fully with investigations and mitigation efforts.

6. Communication Guidelines

- Use institutional email and messaging systems for all student interactions.

- Keep communication professional, transparent, and accessible to supervisors.

- Avoid private messaging or social media contact with students.

- The FCTS Acceptable Use of IT Agreement must be completed by all learners and staff

7. Safeguarding and Reporting

- Be alert to signs of online abuse, bullying, or inappropriate behavior.

- Report concerns to the designated safeguarding lead immediately.

- Keep records of incidents or concerns securely.

8. Cybersecurity

- Use strong passwords and enable multi-factor authentication.

- Keep software and devices updated.

- Avoid clicking on suspicious links or downloading unverified files.

9. Training and Awareness

- Attend regular training on online safety, safeguarding, and data protection.

- Stay informed about emerging digital risks and best practices.

10. Policy Compliance

Non-compliance may result in disciplinary action, including suspension of remote teaching privileges.

11. Remote Teaching and Learning Policy

First Class Tailored Solutions has the capacity to deliver educational tuition via Office 365 and the Microsoft Teams app/web browser, via a secure virtual platform.

- Microsoft Teams: this method of delivery will allow tutors to teach a lesson virtually primarily using audio links, on occasions extending this to video links. Tutors can share desktops/resources and therefore support learners.

- Due consideration has been given by the Data Manager and Company Directors to ensure that any teaching and learning software and/or platforms are suitable and raise no privacy issues.

- This method of delivery will require the learner to have access to a PC/Laptop at home or in a suitable venue, along with internet access. Microsoft Teams will require learners to be supplied with an email and password.

- Staff should text parents/carers 30 minutes before the lesson is due to ensure the learner/s is ready to engage and log on at the start time for the lesson. If the learner does not log on within 30 minutes of the start of the lesson, staff should make contact with the parent/carer again. If after 30 minutes the learner has not logged on, attendance will be marked as absent with reasons given.

FCTS expects tutors to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to a school's curriculum expectations

- give access to high quality remote education resources

- provide printed resources, such as textbooks and workbooks, for learners who do not have suitable online access

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so tutors should work with families to deliver lessons for learners with SEND, to meet their needs
- set assignments so that learners have meaningful and ambitious work each session

- provide frequent, clear explanations of new content

- have systems for checking that learners are engaging with their work, and inform

- parents/carers/case managers immediately where engagement is a concern

- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly

- to avoid an over-reliance on long-term projects or internet research activities.

Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. *These complex teacher skills in the live classroom are not always easy to recreate in a remote environment*, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support learner motivation and lead to better progress.

Safeguarding Considerations

When contacting learners, please ensure that normal professional boundaries apply.

- Any lessons which are recorded should only be done so where there is an agreement with the CM that there may be safeguarding concerns. These recorded lessons will be automatically stored within the tutors' personal OneDrive file.

- Recorded lessons/sessions should be reviewed on a termly basis by the tutor and Case Manager and deleted if there are no existing/continuing safeguarding concerns.

- If a lesson is recorded the tutor/CM needs to seek the consent of the user/parents/carers. At the start of a lesson the option to record is made available.

Where a 1:1 tutoring session takes place it is essential that another adult, parent/carer is present in the same room during both audio and video lessons. No lessons should take place in a learner's bedroom but in a shared social area within a home against a neutral background where possible, ideally blurred out. This also applies to staff, who should not allow any personal details of your home to be viewed.

- Learners/staff must wear suitable clothing, as should anyone else in the household.

- The majority of the lesson will be delivered via audio link only, with video links being used only for occasional yet necessary visual learning. Virtual lessons should

be timetabled and CMs should be able to drop in to any virtual lesson at any time, the online version of entering a classroom.

- Language used by both the tutor and the learner must be professional and appropriate, including any family members in the background. Should a learner or parent use language or behaviour that the tutor deems inappropriate, offensive or abusive, you should give a warning and then, if this persists, immediately terminate the session and inform the Case Manager.

- Safe internet usage will be reinforced throughout the increased use of the internet as a platform for learning. Only the learner's FCTS email address should be used for contacting the learner, this ensures that FCTS's filtering and monitoring software is enabled.

- At no point should staff give out personal email, social media details (including Whatsapp, etc) or phone numbers to the learner and ensure that parents do not either.

- Due consideration should be given by parents/carers/ referrers/tutors/case managers regarding the circumstances around learners on the autistic spectrum accessing remote learning and its appropriateness.

*If learners do not have access to the internet or do not have access to resources, FCTS will make work available to them, on a session-by-session basis, by a Safe and Well visit by, either tutors or case managers, to ensure continuity of learning.