

Remote Learning Policy and Safeguarding

Trinity Multi-Academy Trust

**Introduction to Trinity MAT's Remote Learning Policy
and Safeguarding**

Lead: Chief Operating Officer



Item	Detail
Policy	Remote Learning Policy and Safeguarding
Citation reference	Trinity Multi-Academy Trust (2026) <i>Remote Learning Policy and Safeguarding</i> . Policy.
Status	Non-Statutory
Lead professional	Chief Operating Officer
Date of review	July 2026
Date of next review	July 2027

1. Purpose of policy and guiding principles

- 1.1** The purpose of this policy is to outline the framework, resources, and safeguarding protocols required to deliver an effective, accessible, and safe remote learning environment for all pupils. It establishes clear expectations for curriculum adaptation, online safety parameters for both video and audio communications, submission and feedback standards for coursework, and health and safety compliance during periods of distance learning.

2. Links with other policies or legislation

- 2.1** This section of the policy is designed to operate alongside relevant national legislation, statutory duties, and internal trust frameworks to ensure comprehensive safeguarding and legal compliance:
- Online Safety and Communication Legislation: Enacted in conjunction with the school's Student E-Safety Policy and the Malicious Communications Act 1988;
 - National Educational Standards: Designed to align with the Department for Education (DfE) directives, ensuring continuous review of the DfE's listed online education resources;
 - Health, Safety, and Welfare Regulations: Enacted in conjunction with the school's core Health and Safety Policy to regulate the physical and digital well-being of staff and pupils alike;

- Inclusion and Equality Duties: Integrates with statutory Special Educational Needs and Disability (SEND) protections by ensuring direct collaboration with the school SENCO to maintain fully supported curriculum access for vulnerable pupils;
- Behavior and Discipline Enforcements: Linked closely with the academy's Behaviour and Learning Policy to govern student misconduct or misuse of devices during remote learning hours;
- This policy is issued in accordance with the UK General Data Protection Regulation (UK GDPR), which governs how Trinity Multi-Academy Trust collects, uses, shares and protects personal data;
- This policy also reflects the Data (Use and Access) Act 2025 (DUAA 2025), which updates the UK data protection framework; processing and individual rights are administered consistently with its provisions;
- The Trust will apply this policy in accordance with the Equality Act 2010, including its duties to avoid unlawful discrimination, advance equality of opportunity and make reasonable adjustments where required.

3. Learning Materials & Curriculum Delivery

3.0.1 For the purpose of providing remote learning, the academy may make use of:

- Work booklets;
- Email;
- Past and mock exam papers;
- TEAMS classrooms;
- Educational websites;
- Reading tasks;
- Q & A;
- Pre-recorded video or audio lessons.

3.1 Key Delivery Guidelines

3.1.1 The key delivery guidelines are as follows:

- Resource Selection: Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources;

- Curriculum Adaptation: Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical. Where this is not practical, the school will ensure pupils can catch up on these areas of the curriculum when they return to the academy;
- Progression & Attendance: Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work in line with Section 5 of this policy. Students will be expected to 'attend' the remote learning provided during their distance learning week and will be registered for these;
- Equipment Provision: Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g., laptops;
- Defect Reporting: Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

3.2 Inclusion & Accessibility

3.2.1 Inclusion and accessibility are importance and this are key elements:

- Reasonable Adjustments: Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning;
- SEN Support: Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.

3.3 Online Safety & Safeguarding Protocols

3.3.1 Where possible, all digital interactions must be textual and public.

3.3.2 Video Communication Protocols

All staff and pupils using video communication must:

- Communicate in groups - one-to-one sessions are not permitted;
- Wear suitable clothing - this includes others in their household;
- Ensure live recording of material is done in school with another member of staff present;
- Ensure all lessons are recorded;

- Use the background 'blurred' screen;
- Use appropriate language – this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not share or distribute links to live lessons;
- Not record, store, or distribute video material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they are visible.

3.3.3 Audio Communication Protocols

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household;
- Maintain the standard of behaviour expected in school;
- Use the necessary equipment and computer programs as intended;
- Not record, store, or distribute audio material without permission;
- Ensure they have a stable connection to avoid disruption to lessons;
- Always remain aware that they can be heard.

3.3.4 Sanctions, Systems Risk, & Parental Involvement

- Sanctions: Pupils not using devices or software as intended will be disciplined in line with the Behaviour and Learning Policy. Normally the same sanctions would apply as in school, but local flexibility on the application of sanctions may be necessary;
- Risk Assessment: The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use;
- Parental Safeguarding Communication: The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g., ensuring that their internet connection is secure;

- Ongoing Parental Engagement: During the period of remote learning, the school will maintain regular contact with parents to:
 - Reinforce the importance of children staying safe online;
 - Ensure parents are aware of what their children are being asked to do (e.g., sites they have been asked to use and staff they will interact with);
 - Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites;
 - Direct parents to useful resources to help them keep their children safe online.

3.4 Marking and Feedback

3.4.1 All schoolwork set through remote learning must:

- Have a clear deadline and method by which the work should be returned to the relevant member of academy staff;
- Be complete when returned to the relevant member of teaching staff;
- Be returned before the deadline set by the relevant member of academy staff;
- Be completed to the best of the pupil's ability;
- Be the pupil's own work and be marked in line with the Marking and Feedback Policy.

3.4.2 Work Ethic & Accountability

- The school expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning;
- Pupils are accountable for the completion of their own schoolwork;
- Academy staff will contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased;
- Work that cannot be completed for genuine reasons will be completed when the pupil returns to school.

3.5 Health and Safety

3.5.1 Safe Usage Training

- #### 3.5.2
- Teaching staff and ICT technicians will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning. For Teaching staff this means:

- Starting the lesson safely;
- Being able to effectively manage potentially disruptive students in the classroom;
- How to end the lesson safely.

3.5.3 Health & Incident Protocols

- Screen Breaks: If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks;
- RSI Prevention: ICT technicians will provide guidance on how to avoid RSI;
- Incident Reporting: If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the health and safety officer or other relevant member of staff immediately so that appropriate action can be taken.

4. Roles and responsibilities

4.1 The role of the Trust or Academy Leadership

4.1.1 Trust's role:

- Strategic Oversight: Holds ultimate legal responsibility for trust-wide safeguarding, health and safety, and data compliance;
- Policy Ownership: Approves and publishes the overarching framework.

4.1.2 Academy Leadership (Principal & SLT)

- Operational Delivery: Manages day-to-day safety, security, and academic progression during remote learning periods;
- Staff Coordination: Directs teachers, ICT technicians, and the SENCO on lesson delivery, training, and communication protocols;
- Communication: Handles parental engagement regarding expectations, device safety, and tracking attendance.

4.2 The role of the Governing Body

- Compliance Monitoring: Scrutinizes local health, safety, and online safeguarding compliance at the academy level;
- Leadership Challenge: Evaluates the quality of remote provision, student engagement, and inclusion protocols without interfering in daily operations.

References

1. Department for Education (n.d.) *Keeping children safe in education*. London: Department for Education, GOV.UK.
2. Department for Education and Department of Health (n.d.) *SEND code of practice*. London: GOV.UK.
3. DUAA (2025) *[Title]*.
4. Information Commissioner's Office (n.d.) *UK GDPR*. London: Information Commissioner's Office.
5. UK Parliament (1988) *Malicious Communications Act 1988*. London: legislation.gov.uk.
6. UK Parliament (1989) *Children Act 1989*. London: legislation.gov.uk.
7. UK Parliament (1999) *Risk assessment, control measures and review arrangements under this policy will reflect the Management of Health and Safety at Work Regulations 1999*. London: legislation.gov.uk.
8. UK Parliament (2002) *Trust will operate this policy consistently with its safeguarding duties under the Education Act 2002*. London: legislation.gov.uk.
9. UK Parliament (2003) *Electronic communications and the use of cookies are managed in accordance with the Privacy and Electronic Communications Regulations 2003*. London: legislation.gov.uk.
10. UK Parliament (2004) *Children Act 2004*. London: legislation.gov.uk.
11. UK Parliament (2010) *Trust will apply this policy in accordance with the Equality Act 2010*. London: legislation.gov.uk.
12. UK Parliament (2014) *Trust will apply this policy in accordance with the Children and Families Act 2014*. London: legislation.gov.uk.
13. UK Parliament (2018) *Personal data is processed in line with the Data Protection Act 2018*. London: legislation.gov.uk.
14. UK Parliament (2025) *This policy also reflects the Data (Use and Access) Act 2025*. London: legislation.gov.uk.