

Collège Français Bilingue de Londres

("CFBL" or the "School")

Child Protection and Safeguarding Policy - COVID-19 Addendum

22 June 2020

This document supplements the School's existing Child Protection policy and procedures and draws on the following for guidance and advice:

- [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)
- [Safeguarding and remote education during coronavirus \(COVID 19\)](#)
- [Coronavirus \(COVID-19\): guidance on vulnerable children and young people:](#)
- [DfE guidance: Educational settings self-reporting online form: frequently asked questions](#) (March 2020):
- [COVID-19: Changes to DBS ID checking guidelines:](#) Temporary changes to ID checking guidelines made as a result of the coronavirus outbreak (March 2020)
- [COVID-19: How to refer cases of teacher misconduct: who can make a referral and in what circumstances](#) (25 March 2020).
- <https://cscp.org.uk/resources/guidance-to-camden-schools-nurseries-and-fe-colleges/>

Context

This Addendum is informed by the DfE's: "Covid 19: Safeguarding in Schools", published on 27th March 2020, linked to in full [here](#). Since March 2020, parents have been asked to keep their children at home wherever possible, to prevent the spread of the coronavirus (COVID-19). Schools have been asked to provide care for a limited number of children, including those deemed vulnerable and cannot safely be cared for at home and those whose parents are critical to the COVID-19 response. From 1 June, the UK government is introducing a phased reopening of schools whereby schools are requested to reopen to Nursery, Reception, Year 1 and Year 6 children initially, in addition to the priority group describe above.

Accordingly the School operates both:

- on site for a limited number of children (initially pupils of GSM and CM2) in addition to (i) those deemed vulnerable and cannot safely be cared for at home and (ii) those whose parents are critical to the COVID-19 response and the members of staff necessary for those children;
- remotely for all other pupils (including pupils from the eligible year group who are staying at home) and staff.

The School uses Google Classroom for Primary students and Google Classroom and Pronote for Secondary students, as a static online learning platform; staff use Zoom interactive online learning, in line with the safety protocols set out herein. All staff attending on site have received safeguarding training and are aware of what to do if they have concerns.

This Addendum supports the CFBL's Child Protection Policy which continues to apply during this time of phased return to school, both for the staff and children coming into school and for those who are at home. This Addendum aims to provide further details regarding safeguarding arrangements to ensure the safety of pupils and staff.

Version control and dissemination

This addendum will be reviewed by our DSLs as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the School website and is made available to staff on the Google Shared Drive.

Safeguarding priority

Although the way the School is currently operating in response to COVID-19, continues to be fundamentally different to 'business as usual', important safeguarding principles remain the same:

- Where safeguarding is concerned, the best interests of children must always come first
- if anyone in the School has a safeguarding concern about any child, they should act immediately
- a DSL, deputy or senior staff member is available • it is essential that unsuitable people are not allowed to gain access to children
- children should continue to be protected when they are online

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the School's Child Protection Policy. Staff are reminded of the need to report any concern immediately and without delay.

Key contacts

If anyone has a safeguarding concern they should act immediately to pass on this concern as they would do normally and/or make direct contact with the DSL.

Role	Name	Contact number	Email address
Designated Safeguarding Lead	David Gassian	0207 993 7418	d.gassian@cfbl.org.uk
Deputy DSL	The School nurse: Maud Donatucci	0207 993 7411	m.donatucci@cfblorguk
Head Teacher	Denis Bittmann	0207 993 7403	d.bittmann@cfbl.org.uk
Governors overseeing safeguarding	Gaelle Aziz Picardet		gaelleaziz@yahoo.com
	Julie Louvrier		julielouvrier@hotmail.com

Ideally, the DSL or deputy DSL will be on site. However, it is recognised this may not be possible, in which case, the DSL (or deputy) is contacted via phone or email at home and a senior staff member will assume responsibility for coordinating safeguarding on site. This might include updating and managing access to child protection files, 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.

All School staff and volunteers have access to the DSL or deputy DSL via phone or email and are aware of who they are and how to contact them.

Safeguarding partners' advice

CFBL continues to work closely with our three safeguarding partners, and we will ensure this addendum is consistent with their advice. This will include expectations for supporting children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

The London Safeguarding Children Partnership shared the concern that child abuse and neglect would increase over the period of lockdown and that it would also be harder to detect. They emphasised the importance of close monitoring and the need to take action if it is felt that children at risk are not being identified and referred. It was noted that the children are likely to face increased risk as the lockdown continues because of a range of issues, including the following:

- Greater opportunities for abusive parents to harm their children and very limited opportunities for children to alert others to what is happening.
- Increases in domestic abuse.
- Parents and carers experiencing deteriorating mental health.
- Neglect exacerbated by increasing financial and emotional pressures on parents and carers.
- Children experiencing deteriorating mental health.
- Increased time online will make children more vulnerable to online abuse.
- Children who are missing are also likely to be at increased risk.
- Any harmful practice, such as FGM, which the lockdown may enable parents/carers to hide more easily.

Vulnerable children – Regardless of year group

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending.

Vulnerable children include those who have a social worker, and those children and young people up to the age of 25 with an Education, Health and Care plan (EHCP). Children with social workers include those who have met the threshold for a Child Protection Plan (as defined by section 47 of the Children Act 1989), or have been assessed as a Child in Need (as defined by section 17 of the Children Act 1989) and looked after children.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Senior staff, with the assistance of the DSL, know who our most vulnerable children are, and they have the flexibility to offer a place to those on the edge of receiving children's social care support. Eligibility for free school meals in and of itself will not be the determining factor in assessing vulnerability.

The School will continue to work with social workers to protect vulnerable children and Virtual School Heads (VSH) for looked-after and previously looked-after children. Vulnerable children who have a social worker can attend school, so long as they do not have any underlying health conditions that puts them at risk. The School will seek to arrange with families whether a child in need should attend, whilst following up on those they were expecting to attend but have not.

Attendance monitoring

Pupils at home:

With regards to students doing remote learning, the School is monitoring participation in lessons and following up with parents and students where students are falling behind. Parents are asked to contact the attendance email address as usual if their children are ill or cannot attend.

Children eligible to be on site:

Families should notify the School as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together.

The School will notify social services if a vulnerable pupil who is expected in School fails to turn up or discontinues attending School.

Protocols for online video sharing and online classrooms

1. Staff must only use Zoom for live streaming sessions, using password protected invitations and waiting rooms. Teachers must use Google Classroom for sharing videos.
2. All notifications to pupils that a live session is to take place will be through school email, on their usual allocated subject timetable slot. If a pupil does not log-in to interactive online learning at the scheduled time, then the School may consider notifications to parents and further action/escalation.
3. Only those pupils who are members of that class are eligible to attend the online session, using the invitation and password provided by the teacher. It is the responsibility of the teacher to ensure that only pupils of that class are admitted on live-streaming classes (subject to 4. below).
4. The Deputies to the Head and Heads of Department are able to enter virtual classrooms to observe lessons on an ad hoc basis.
5. Screen can only be shared by the teacher or with the authorisation of the teacher. Chat during live streaming lessons can only be used with the authorisation of the teacher.
6. Live classes are not recorded.
7. Teaching one to one is never allowed. If, for non mandatory activity, only one child logs in, the teacher must cancel the activity unless the parent of that child is present and specifically authorises the activity to take place. In limited circumstances, tutoring may be scheduled with the approval of the child's parents, and the staff member doing the tutoring will ensure that at least one of the child's parents or another staff member attends the session. One to one counselling or pastoral conversations will be done by phone following best safeguarding practice
8. Both pupils and staff should be in a common space in their house wherever possible. (It is accepted that at this moment with houses often full, pupils might need to join classes from their own rooms).
9. Students and staff may dress informally but not casually – essentially the same as would be expected for an own clothes day in school.
10. Behaviour and conversation (including via chat) between pupils and between pupils and staff should be exactly as we would expect in school.
11. If a pupil misbehaves or becomes upset for any reason in an online session, their parents will be informed by email.
12. If a pupil repeatedly misuses the School technology, then they may have to be banned from its uses in line with the School's Behaviour Policy and Internal Rules (Règlement intérieur) available on the website and ICT Charter (CFBL Technology Charter 2019/2020 and Charte de bonne conduite des élèves) available on the website and attached to this Addendum as Annex 1 and 2.
13. Zoom should not be used as a purely social medium between the pupils. It is for education purposes. As ever, any poor behaviour and language in student interactions will be dealt with in line with the School's Behaviour Policy and Internal Rules (Règlement intérieur) available on the website and ICT Charter (CFBL Technology Charter 2019/2020 and Charte de bonne conduite des élèves) available on the website and attached to this Addendum as Annex 1 and 2.
14. If anyone does have a concern about inappropriate use of the School's online resources or behaviour in online class or video, then they should report this immediately.
15. Absolutely no personal contact details are to be shared between pupils and staff members.

Supporting children and staff

Teachers are aware of the impact the current circumstances can have on the mental health of those pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work.

CFBL is keeping in regular contact with families where the School has a pastoral concern about a pupil or pupils in that family. Families have also been told that they can and should get in touch with their form teacher or Deputy Head if they have a concern they wish to raise.

Remote access to the School nurse and the School psychologist is available by appointment to pupils and staff as follows:

- psychologist: every Tuesdays from 9am to 6pm – please email y.haimovici@cfbl.org.uk;

- nurse: everyday school day from 9am to 5pm – please email m.donatucci@cfbl.org.uk.

The DSL also signpost children to age appropriate practical support from the likes of:

- Childline - for support (<https://www.childline.org.uk>)
- UK Safer Internet Centre - to report and remove harmful online content (<https://reportharmfulcontent.com/>)
- CEOP - for advice on making a report about online abuse (<https://www.ceop.police.uk/safety-centre/>)

The School ensures that appropriate support is in place for children on site. Any concerns should be dealt with by referring in the normal way in accordance with the School's Child Protection Policy.

Online safety

The School recognises the educational benefit online learning provides in response to the closure of schools sites.

As more children return it will be important that the School continues to provide a safe online environment for those who remain at home. Technology to assist with the remote learning will continue to enable pupils to study safely at home, thus minimising the disruption caused by the COVID-19 pandemic. The School will continue to provide a safe online environment, especially since interactive conferencing tools such as Zoom is used.

It is important that all staff interacting with children online, continue to be vigilant regarding signs of abuse. Any such concerns should be dealt with by referring in the normal way in accordance with the School's Child Protection Policy.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- Content: being exposed to illegal, inappropriate or harmful material.
- Contact: being subjected to harmful online interaction with other users.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm.

There are also added risks to the particular environment in which the COVID-19 emergency has placed us. These include the particular emotional vulnerability of children in a time of crisis and concern about family members and friends, and the potential for neglect within the family for reasons of illness, anxiety or work requirements.

In order to minimize the risks to our pupils we have in place training and tutorial for teachers (e.g. use and settings for Zoom attached as Annex 3), ICT Charter(CFBL Technology Charter 2019/2020 and Charte de bonne conduite des élèves) available on the website and attached to this Addendum as Annex 1 and 2.

Information and support for parents and carers to keep their children safe online include:

- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent Info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Government has also provided:

- [support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

New children at the school

Children may join this School from other settings. When they do, the School will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join the School, but it will be especially important where children are vulnerable. For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. This includes access to an EHC plan, Child in Need plan, Child Protection Plan or, for looked-after children, their Personal Education Plan. Knowledge of the child's social worker or local authority VSH for looked-after children will also be required. Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators with oversight of SEND provision for children with EHC plans. However, it is acknowledged this may not always be possible. The DSL and Pastoral team will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

Supporting children not in school

CFBL is keeping in regular contact with families where the School has a pastoral concern about a pupil or pupils in that family. Families have also been told that they can and should get in touch with their form teacher or Deputy Head if they have a concern they wish to raise. Similarly, relevant key workers are in contact with the parents of students who need support with remote learning.

The DSL (or deputy DSL) provides support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school. Where possible staff should try and speak directly to children to help identify any concerns. Staff are encouraged (where possible) to make calls from the School site via school phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) will continue to be classed as trained even if they miss their refresher training.

All school staff have undergone safeguarding training and read part 1 of 'Keeping Children Safe in Education (2019)' including annex A. When new staff are recruited, or new volunteers help the school, they will continue to be provided with a safeguarding induction. This School will judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

If staff are deployed from a setting different to our school, it will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE.

It will also consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. When utilising volunteers, the School will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Regarding members of the school staff already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children.

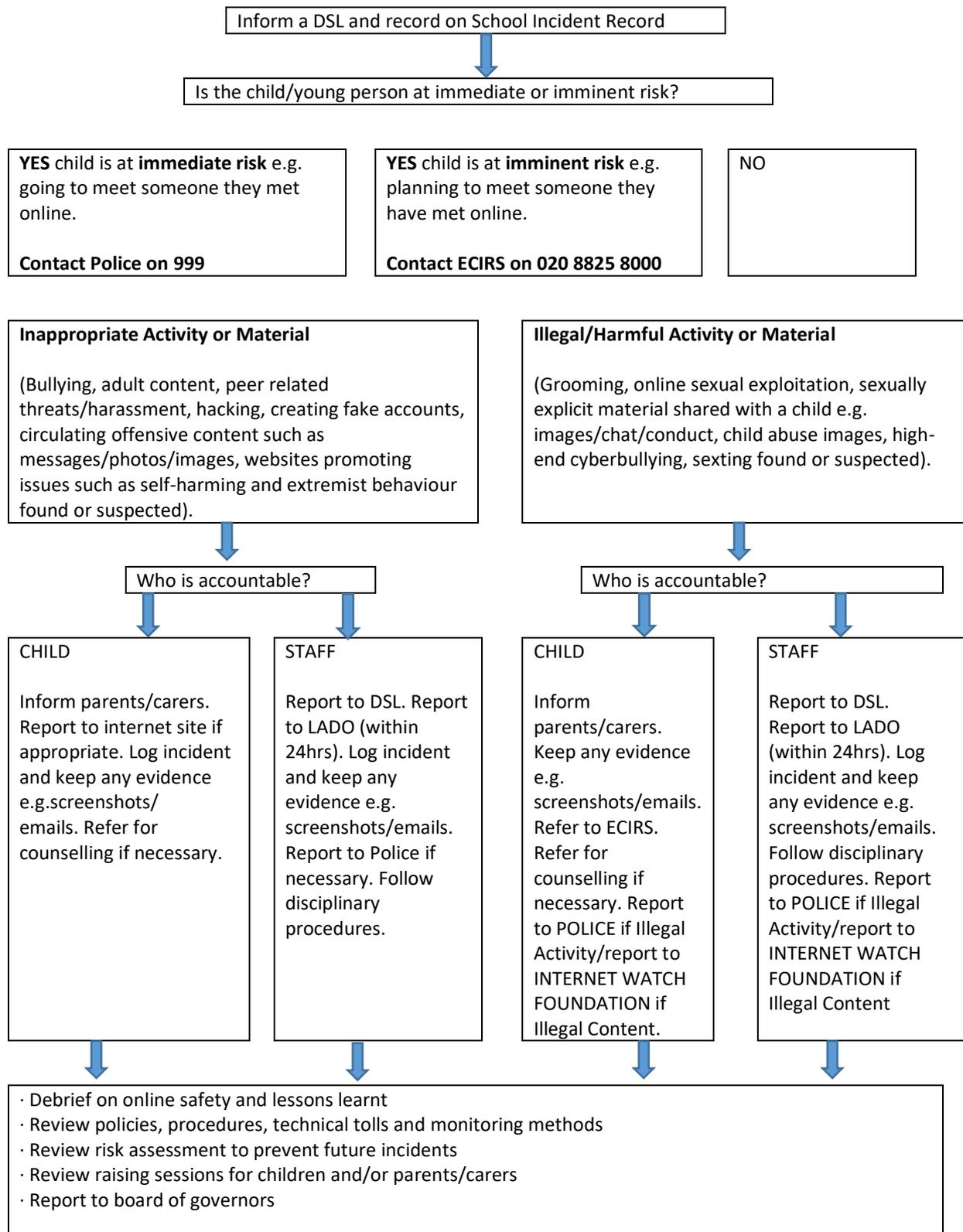
The School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. An Interim Prohibition Order (IPO) will be put in place if a serious safeguarding referral is received and it is deemed in the interest of the school community to do so. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

It is essential from a safeguarding perspective that our School is aware, on any given day, which staff will be in the school. It will continue to maintain the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Last review by safeguarding committee: 10 June 2020

Last review by the board of trustees: 22 June 2020

Flowchart: Online safety incident raised by a pupil or member of staff



Annex 1 - Charte de bonne conduite (élèves)

Annex 2 - CFBL Technology Charter 2019/2020

Annex 3 - Zoom tutorial for teachers

Annex 1 - Charte de bonne conduite (élèves)

Afin de continuer notre scolarité à distance dans les meilleures conditions voilà les règles de bonne conduite à adopter:

❖ **Sur Pronote:**

- Je consulte mon emploi du temps
- Je prends connaissance des devoirs à faire
- J'organise ma journée de travail, entre les sessions "vidéo live" sur Zoom, les activités données par mes professeurs sur les heures "habituelles", et éventuellement les ateliers proposés par la Vie Scolaire

Pour votre information, **les professeurs continuent à utiliser Pronote pour indiquer les mérites et encouragements, mais aussi les travaux non faits ou les attitudes incorrectes.** Vos parents en sont donc automatiquement informés, et la Vie Scolaire continue à en faire le bilan de manière régulière.

❖ **Pendant les sessions "vidéo live" sur Zoom**

- Je ne partage pas le lien pour permettre l'accès à ma session avec des élèves extérieurs à mon groupe/ ma classe
- Je m'installe dans un endroit calme, neutre, et propice au travail
- J'adopte une tenue et une attitude de travail correctes
- Je ne cache pas mon identité (pseudonyme interdit) ni mon visage (masque, avatar, etc... sont strictement interdits)
- Je n'utilise pas d'arrière-plan virtuel
- Je respecte les règles de participation données par le professeur (prise de parole, chat, partage d'écran, utilisation du tableau)

❖ **Sur Google Classroom:**

- Je ne rédige pas de commentaires inappropriés
- Je respecte les délais et les conditions données par le professeur pour faire le travail demandé

❖ **Lorsque je communique en utilisant Gmail ou tout autre moyen de communication:**

- J'utilise un langage respectueux et je respecte les formules de politesse, en particulier quand je m'adresse à un adulte
- Je respecte la charte informatique signée en début d'année scolaire et mentionnée dans le Règlement intérieur

Les règles en vigueur au CFBL, en particulier celles indiquées dans la Charte informatique, continueront à être appliquées, et donc l'échelle des punitions et des sanctions peuvent être appliquées si cela est nécessaire.

En cas de non-respect de ces règles d'utilisation, les mesures suivantes seront prises:

- **Rappel des règles à l'oral et/ou à l'écrit par votre professeur**
- **Remarque inscrite sur Pronote et donc communiquée à vos parents**
- **Courrier à vos parents**
- **Exclusion temporaire, partiel ou total, du dispositif d'école à distance**
- **Rendez-vous avec vous, vos parents et la Direction**

CFBL TECHNOLOGY CHARTER 2019/2020

Rules pertaining to the use of technology, devices and the Internet

All students who make use of school computers and systems (in the CDI, in classrooms, in Vie Scolaire etc.) must follow and accept the internal Terms of Use of both software and hardware as defined by the School and all rules and regulations as defined in British Law.

Respect the rules of computer ethics

IT resources are made available to all students. Everyone must respect the equipment made available and must not interfere with the proper use of the network. Each student may access the school's computing resources to partake in educational activities or to conduct research for academic purposes. Students will:

- Take all reasonable care of the equipment
- Respect the rules of use of computer equipment as specified by the teachers
- Not to perform activities hogging computer resources and penalizing the community

Each and every student's personal information and files will be protected. Students will:

- Respect all health & safety regulations
- Not introduce, modify, alter, delete or copy information not belonging to themselves
- Not access any information belonging to the school or any other user without authorisation
- Inform a teacher or the of any anomaly they may see anywhere on the system

Access to computing resources

The school offers all students enrolled in the school a variety of computing resources (an email address, a username and a personal login password, personal data storage facilities, online homework access). Students are supported, advised and guided in their use of computers, use of the Internet and digital networks and resources. Each student is assigned an individual account (username and password) that allows them to connect to the school's educational network and access full computer-based resources. Students undertake: -

- Not to disclose their password to other users; each student is responsible for the use of computers through their user code.
- Not to use any user code apart from their own to access a school computer.

Each student may access the school's computing resources to partake in educational activities or to conduct research for academic purposes. Students will need to obtain permission from a teacher or another responsible person before engaging in any normally forbidden activity such as the use of chat rooms and online forums, downloading software or documents of any kind or playing games or accessing game websites.

You must keep your password safe and secure. In the event a student loses his password, they will no longer be able to access their accounts and may not be able to participate in normal class activities. They may request their password be reset by asking Vie Scolaire, however, this may take up to 24 hours to take effect

Intellectual property

Each student has the intellectual property ownership rights over each and every work created by themselves. Their permission is always required prior to reproducing, copying, cloning etc. be it sound, image, text etc. All students will be asked for their permission prior to any reproduction or republishing of their works.

Students agree to:

- Respect all intellectual property both on and offline
- Not to make copies of software not authorised by law
- Not to use illegal, pirated or copied software
- Not to publish reproductions without previously obtaining the permission of their creator(s).

All private electronic correspondence enjoys protection: the privacy of correspondence. The private correspondence of each student is confidential. Students will respect the confidentiality and privacy of their colleagues' email and other forms of correspondence under all circumstances.

iPads and Chromebooks

The school will allow the student access to iPads, laptops and Chromebooks under the following conditions:

1. No photos, films or sound recordings will be made on the device without the express permission of a teacher.
2. Students will not modify any settings including desktop images, notification sounds, Bluetooth or other wireless and network settings.
3. Students will not send, share or broadcast images, films, audio or any other files via Bluetooth, apple tv or other means with other members of the class without the express permission of a teacher.
4. Vandalism or other wanton destruction of the devices will be sanctioned accordingly. Parents may be asked to pay for the cost of replacement item.
5. Airplane mode will not be activated, nor will any WiFi or Bluetooth setting be touched or modified.
6. Students must ensure that they are signed out of their accounts before handing in their devices at the end of their lessons.

WiFi and Networks

The use of the school's WiFi network is strictly prohibited without having received permission in advance from a teacher or other member of staff. Similarly, the use of mobile internet networks using 3G/4G is strictly prohibited. Any use of such networks will lead to the immediate confiscation of the device in question.

Keeping the school network safe.

The School adheres to best practice regarding e-teaching and the internet, and to this effect, certain sites are blocked by the School's filtering system and the School's IT Administrator. To the same effect, the school protects its network by restricting access to student's USB flash drives and such like. Any member of staff or pupil who wishes to connect a removable device to the School's network is asked to arrange in advance with the IT Administrator to check it for viruses and to ensure compliance with the School's data encryption policy.

Mobile phones & devices

The use of mobile phones, smartphones, iPods, smartwatches, fitness trackers and other such personal electronic devices is strictly forbidden at all times within the school's premises. Upon your arrival at school, these devices must be switched off and stored securely in your lockers. They may not be retrieved until the end of the school day. Phones may not be switched on until you have left the school premises. No student may have a mobile phone upon their person, nor in their bags at any time during the school day. Staff may confiscate personal electronic equipment that they see being used during the school day. Sanctions may be imposed on pupils who use their electronic equipment at any time in the school.

Respect of British Law & personal privacy

Everyone has a right of respect of their private life (their home life, their image, their creations). They too must, at all times, respect the privacy of their colleagues and the rules of public order. Each student has the right to assume and require that their privacy is respected.

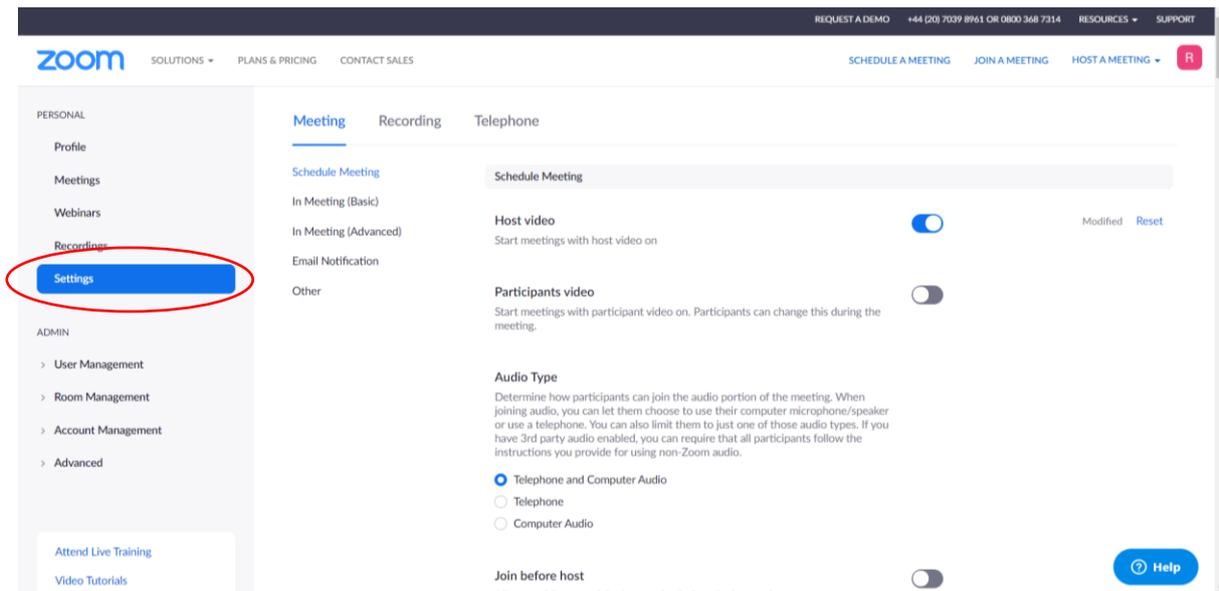
Students undertake in the course of an exchange of emails, social media or web publications etc.:

- Not to harass or harm the dignity of another user including through the use of messages, texts or provocative pictures
- Not to broadcast or publish anything of an abusive or defamatory nature that may prejudice the privacy, rights or the image of others
- Not to publish, upload or send photos on any media without the express permission of the persons depicted.

Students must maintain public order and undertake not to:

- Disseminate information advocating any inappropriate or illegal material.
- Visit any immoral, inappropriate or illegal websites.

1) Faire les réglages nécessaires dans "settings"



Quelques réglages recommandés:

Activer:

- Mute participants upon entry
- Allow host to put attendee on hold
- Always show meeting control toolbar
- Screen sharing, mais cocher HOST ONLY
- **Waiting room: très important, car cette fonction vous permet de vérifier l'identité des participants**

Désactiver

- virtual background
- chat
- Annotation + Whiteboard si vous n'utilisez pas cette fonction

2) **Vérifier sur Pronote l'emploi du temps de la semaine à venir** afin d'avoir la confirmation que toutes vos séances video live sont bien indiquées dans les EDT des élèves.

Rappel: aucune session video live ne doit être organisée sans être planifiée et validée à l'avance en concertation avec le Deputy Head puis indiquée sur Pronote.

Pour des raisons de Safeguarding, les rendez-vous individuels entre un enseignant et un élève sont interdits. Si vous souhaitez avoir un entretien avec un élève, il faut vous assurer soit qu'un autre adulte (collègue, parent) soit present, soit qu'un autre élève soit present.

- 3) **Programmer les sessions à l'avance** en utilisant si besoin la fonction "recurring meeting" afin de s'assurer:
- Qu'un lien unique soit généré pour vos cours
 - Que les réglages nécessaires soient vérifiés

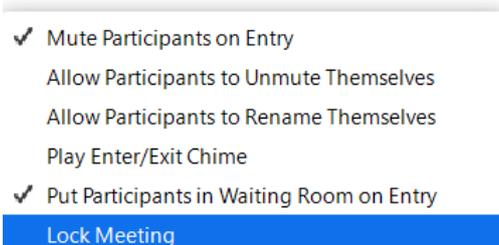
Meeting Options

- Enable join before host
- Mute participants upon entry 
- Enable waiting room
- Record the meeting automatically on the local computer

- 4) **Indiquer les liens pour accéder à vos sessions Zoom** [dans ce document](#). Grâce à ces liens, la Vie Scolaire pourra élaborer dès la rentrée pour chaque classe un planning récapitulatif des sessions video live, ce qui présente le double avantage de vous éviter d'envoyer des invitations aux élèves, tout en clarifiant la situation pour les élèves.

5) **Début du cours:**

- Vérifier le paramétrage:



A screenshot of the Zoom meeting settings menu. The menu items are: 'Mute Participants on Entry' (checked), 'Allow Participants to Unmute Themselves', 'Allow Participants to Rename Themselves', 'Play Enter/Exit Chime', 'Put Participants in Waiting Room on Entry' (checked), and 'Lock Meeting' (highlighted in blue).

- **Utiliser la waiting room** pour "faire l'appel"
- Quand tout le monde "est là", autoriser les élèves à rejoindre votre video live
- Puis **activez le LOCK MEETING**: ainsi les élèves extérieurs ne peuvent plus y accéder. Les éventuels retardataires devraient être redirigés vers la waiting room et devraient vous être signalés.

D'autres options existent encore pour paramétrer le partage d'écran, dans "share screen" puis 'advance sharing options', pour que l'enseignant reste le seul à avoir le droit de partager son écran, ou encore la gestion de la fonction **Chat**

- 6) **Gestion de la discipline: continuer à utiliser Pronote**. Un nouveau motif a été ajouté concernant les sessions Zoom. [Voir comment faire apparaître ce motif sur votre feuille d'appel](#)
- 7) En fonction de la gravité de l'incident, ou si vous avez le moindre doute, **signalez-le au Deputy Head et à Marie-Anaïs Le Petit**.