Phoenix Learning Centre

ONLINE LESSONS AND HOME TUTORING POLICY

April 2024 *(Last Review April 2024)*

Online Lesson Policy

Online lessons provide students and teachers with the opportunity to learn and collaborate in a virtual environment. To ensure that all participants have a positive experience, it is important to establish guidelines for behaviour and conduct.

Student and Parent Guidelines

Attendance:

Students are expected to attend all scheduled sessions on time. If the student cannot attend and the absence has clearly been communicated with Heroes Centre, the lesson can be rearranged. However, if Heroes Centre has not been informed, the lesson will not be rearranged or refunded. Heroes Centre understands there may be unforeseen events and will try best to work with the student and parent, however parent must also understand the scheduling and arrangement of a teacher for the lesson.

REMEMBER

Outside of sessions, all communication must occur through the designated group chat. There should be no private messaging about non-work-related topics. Any communication from lesson chat e.g., when a microphone has stopped working, or other forms of private communication that do occur may be recorded and kept but must always be communicated to the parent. This can be a simple sentence e.g. "Student X did send me a message asking for… just wanted to make you aware". If a contractual arrangement has been established to allow communication, then the guidelines must be clearly adhered to.

Dress code:

Students are expected to dress appropriately during sessions, as if they were attending Heroes Centre in person. You are not required to wear school uniform.

Behaviour:

Students are expected to behave respectfully and professionally during online lessons, and to avoid any disruptive behaviour, such as talking over others, making distracting noises, or engaging in inappropriate behaviour.

Technology:
Students are responsible for ensuring that their technology is functioning properly before the session begins. They should have a reliable internet connection, a working microphone and camera, and all necessary software and applications installed.

Privacy:
Students should respect the privacy of their classmates and teachers and should not share any personal information without their consent. It is expected that cameras are turned on and sessions recorded. However, if the student wishes to turn off their camera and/or does not want the lesson recorded please communicate clearly prior to the lesson.

Teacher Guidelines

Preparation:
Teachers are expected to be well-prepared for each session, with clear objectives and materials prepared in advance.

Instruction:
Teachers are expected to provide clear and engaging instruction, using a variety of teaching methods to accommodate different learning styles.

Behaviour:
Teachers are expected to behave professionally and respectfully during sessions, and to avoid any behaviour that could be construed as inappropriate or discriminatory. If in doubt, and for safeguarding purposes, please record any conversations or events and message to management.

Technology:
Teachers are responsible for ensuring that their technology is functioning properly before the session begins. They should have a reliable internet connection, a working microphone and camera, and all necessary software and applications installed.

Privacy:
Teachers should respect the privacy of their students and should not share any personal information without their consent.

Consequences of Violations

Violations of this policy may result in consequences, including but not limited to, loss of online privileges, disciplinary action, termination of contract, and referral to the local authorities or police.

By following these guidelines, we can ensure that all participants in our online sessions have a positive and productive learning experience. If you have any questions or concerns about this policy, please contact management for further guidance.

Online Safeguarding [Adapted from Pearson]

All staff should be aware of indicators of abuse and neglect, understanding that learners can be at risk of harm inside and outside of education, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff can identify cases of learners who may need help or protection.

When identifying abuse, staff should be mindful of the need to consider the context of the culture, law and guidance of the relevant jurisdiction of the learner. It is important to consider whether the learner, their family and their society view the behaviour as unacceptable, as this will be a determining factor in whether the learner views the behaviour as abusive.

Staff should report the behaviour in line with expectations of behaviour in the UK, and in determining next steps the cultural context of the learner or learners involved will always be taken into consideration. For situations outside the UK, we take expert advice to ascertain what is and is not acceptable in the specific country and will consider the potential impact of reporting any such concerns with regards the learner and their family.

It is the responsibility of all members of staff to report all worries or concerns over safeguarding and welfare.

It is not their responsibility to investigate or decide whether a learner has been abused.

A learner who is being abused or neglected may:

- be reluctant to turn on their webcam (when usually they turn on the webcam)
- have visible bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- look unkempt and uncared for
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless regarding their own or other's safety
- self-harm
- show signs of not wanting to be at home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their education or have significant declines in performance
- be constantly tired or preoccupied
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

A member of staff or volunteer may also see or hear something in the background when interacting online which raises concern. Any concerns should be reported even if there is no conclusive evidence of abuse.

At Home Tutoring Policy

At Phoenix Learning Centre LTD, we offer at-home tutoring services to provide personalized learning experiences for our students. As part of our commitment to safeguarding and ensuring the well-being of our students, it is imperative that consent is obtained from the parent or legal guardian before the specific tutor visits the agreed location and engages in one-on-one sessions with the child.

Consent from the parent or legal guardian signifies their approval and comfort with the tutor visiting the designated location and interacting with the child in an educational setting. Additionally, it acknowledges their understanding and acceptance of the potential need for the child to be alone with the tutor during the tutoring session, if that is deemed necessary for effective learning outcomes.

We strictly adhere to the planning and supervision guidelines outlined in our Safeguarding Policy to ensure the safety and welfare of all parties involved. For comprehensive details regarding planning and supervision during at-home tutoring sessions, please refer to the Planning and Supervision section of our Safeguarding Policy.

At Phoenix Learning Centre LTD, we prioritize the safety, security, and well-being of our students above all else. By obtaining consent and implementing appropriate safeguards, we aim to create a supportive and conducive learning environment for every student. If you have any questions or concerns regarding our At Home Tutoring Policy, please do not hesitate to contact us.