



# Providing Remote Education

Information for Parents and Carers



# Providing Remote Education

## OUR INTENT

### OUR VALUES



### OUR VISION

Provide a safe, supportive, and stimulating environment that enables and encourages highest standards of achievement (**ambition**).

Broad, balance and **creative** curriculum which makes the most of the learning opportunities offered by the richness and diversity of the **cultures** and environment on our doorstep.

Provide an **enriched practical** curriculum based on excellence and **enjoyment** that allows for **exploration, enquiry**, and opportunities to ask questions.

### OUR AIMS

1

All of our children to become **successful independent** learners.

2

All of our children are equipped with skills and knowledge to meet their current and future needs and **creative** potential.

3

All of our children are **confident** individuals who can live safe and **healthy** lives.

4

All of our children **respect** and value each other's contributions, irrespective of race, gender, religion or ability.

5

All of our children are **self-aware** and able to manage their own behaviour understanding it has an impact on others.

6

All of our children are active and motivated **citizens** within the wider school community.

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## Introduction

DfE Guidance January 2021

On 4 January 2021, the Prime Minister announced a new national lockdown.

During the lockdown, schools, and colleges should only allow vulnerable children and young people and the children of critical workers to attend school. All other school and college children and young people will learn remotely until at least the February half term.

Early years providers should stay open and allow children to attend their normal timetabled hours. This includes early years registered nurseries and childminders, maintained nursery schools, nursery classes in schools and other pre-reception provision on school sites. If a child is in reception, they should only attend education or childcare if they are a vulnerable child or at least one parent or carer is a critical worker.

The DfE states that receiving face-to-face education is best for children's mental health and educational achievement. Restrictions for schools and colleges will be kept under review so that children and young people can get back to school and college as soon as possible.

Limiting attendance does not suggest schools and colleges are significantly less safe places. Instead, given rapidly rising numbers of cases across the country and intense pressure on the NHS, the government is acting to reduce the number of contacts we all have with people in other households. This is a response to the intense pressure on the NHS, but that pressure is not driven by children. Paediatrics across the UK are not seeing significant pressure from coronavirus (COVID-19). The new variant appears to affect all ages, **but these changes have seen in the severity among any age groups, including children and young people.** The majority of children and young people have no symptoms or very mild illness only.

To continue to manage the risks, nurseries, childminders, schools, and colleges have been

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asked to keep in place the range of protective measures that they have been using throughout the autumn term.

**NOTE:**

We are now open for Nursery children, vulnerable children and children of critical workers. Attendance must be confirmed with the office in advance to ensure we have staff in place. Provision is subject to adequate staff being available to manage the onsite provision.

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## Information For Parents/Carers

The information in this guide is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section.

### What will happen on the first couple of days of moving to remote learning for my child?

All parents will be welcomed to an online parent class meeting with their child's class teacher.

The aim of the session will be to share:

- ★ Reasons for moving to remote learning
- ★ What will happen now?
- ★ Expectations – Learning Rule
- ★ Timetable
- ★ Resources
- ★ How parents can keep in touch with the school
- ★ How parents can best support their child
- ★ How parents can best support class teacher
- ★ Safeguarding and GDPR protocols and restrictions

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## What should my child expect from immediate remote education on the first day?

During the first few days, your child will login to their Teams classroom to meet with their class teacher. These sessions will be dedicated to reviewing expectations, dealing with technical issues and discussing the timetable of learning. Classes will then move to their learning timetables. Pupils in our younger year groups will receive a range of physical resources, either through the post or via collection, to support with teacher-lead live sessions.

## The remote curriculum: what is taught to pupils at home?

At Halley we will teach the planned curriculum, wherever possible and appropriate. The focus of live lessons will be on teaching key fundamental skills and knowledge of reading, writing and maths so that children can access the wider curriculum. An overview of each year group's termly curriculum is accessible via class curriculum leaflets (pictured), available on the [School website](#) along with each class's timetable.



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How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly between 3-4 hours each day to complete.

Pupils in our Nursery will have one live lesson daily and Reception pupils (EYFS) will have two sessions daily - lasting between 20-30 minutes. Pupils will also have a small group session, three times per week, linked to an area of personalised learning, e.g. funky finger, phonics etc.



Ursa Major Class Remote Bubble























































Live = Join Teams Meeting (5 minutes before start) Offline = Open PowerPoint in Assignments or do learning task that has been allocated on the home learning grid.

January timetable										
	9:10 - 9:20	9:20 - 9:55	10:00 - 10:30	10:30 - 11:00	11:00 - 11:25	11:25 - 12:30	12:30 - 1:00	1:00 - 2:30	2:30 - 3:00	3:00 - 3:30
Mon	Logging onto Teams	Offline (ABC) Phonics Uploaded onto TEAMS UNDER ASSIGNMENTS	Live Lesson 1 Register (2+3=5) Maths	Play / Break	Offline learning grid (2+3=5) Maths	Lunch	MyON Login to MyON and read a book.	Complete allocated literacy activity on the grid literacy	Live Lesson 2 literacy	End of the day Active Play / Break No screens
Tues	Logging onto Teams	Offline (ABC) Phonics Uploaded onto TEAMS UNDER ASSIGNMENTS	Live Lesson 1 Register (2+3=5) Maths	Play / Break	Offline learning grid (2+3=5) Maths	Lunch	MyON Login to MyON and read a book.	Complete allocated literacy activity on the grid literacy	Live Lesson 2 literacy	End of the day Active Play / Break No screens
Wed	Logging onto Teams	Offline (ABC) Phonics Uploaded onto TEAMS UNDER ASSIGNMENTS	Live Lesson 1 Register (2+3=5) Maths	Play / Break	Offline learning grid (2+3=5) Maths	Lunch	MyON Login to MyON and read a book.	Complete allocated literacy activity on the grid literacy	Live Lesson 2 literacy	End of the day Active Play / Break No screens
Thurs	Logging onto Teams	Offline (ABC) Phonics Uploaded onto TEAMS UNDER ASSIGNMENTS	Live Lesson 1 Register (2+3=5) Maths	Play / Break	Offline learning grid (2+3=5) Maths	Lunch	MyON Login to MyON and read a book.	Complete allocated literacy activity on the grid literacy	Live Lesson 2 literacy	End of the day Active Play / Break No screens
Fri	(ABC) Phonics Uploaded onto TEAMS UNDER ASSIGNMENTS	Registration Live Lesson 9:30		Register learning grid		Lunch	Complete offline Challenge of the day Wellbeing			

Pupils in Key Stage One (Years 1 and 2) and Key Stage Two (Years 3, 4, 5 and 6) will receive live lessons, lasting between 30-60 minutes, three times a day - together with follow on activities and access to third party provision, such as MyON (reading) and Timetables Rockstars (maths).



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 <b>Halley Primary School</b> <small>Including all learners, achieving their best.</small>		<b>Leo Class Remote Bubble January Timetable</b>							
		Live = Join Teams Meeting (5 minutes before start)				Offline = Open PowerPoint in Assignments			
	8:50 - 9:00	9:00 - 9:55	10:15 - 10:30	10:30 - 11:30	11:50 - 12:40	12:40 - 1:10	1:10 - 2:00	2:00 - 2:15	2:15 - 3:00
Mon	Logging onto Teams	Live Lesson 1  English 	 Play / Break	Offline PowerPoint: Learning Grid  Topic  Lunch	 Handwriting	Offline	Live Lesson 2  Maths  Play / Break	Fit in 5 link in PowerPoint  MyON  X Times Tables Rock Stars	Offline Website  Phonics  Story Time
Tues	Logging onto Teams	Live Lesson 1  English 	 Play / Break	Offline PowerPoint: Learning Grid  Topic  Lunch	 Handwriting	Offline	Live Lesson 2  Maths  Play / Break	Fit in 5 link in PowerPoint  MyON  X Times Tables Rock Stars	Offline Website  Phonics  Story Time
Wed	Logging onto Teams	Live Lesson 1  English 	 Play / Break	Offline PowerPoint: Learning Grid  Topic  Lunch	 Handwriting	Offline	Live Lesson 2  Science  Play / Break	Fit in 5 link in PowerPoint  MyON  X Times Tables Rock Stars	Offline Website  Phonics  Story Time
Thurs	Logging onto Teams	Live Lesson 1  English 	 Play / Break	Offline PowerPoint: Learning Grid  Topic  Lunch	 Handwriting	Offline	Live Lesson 2  Maths  Play / Break	Fit in 5 link in PowerPoint  MyON  X Times Tables Rock Stars	Offline Website  Phonics  Story Time
Fri	Logging onto Teams	Registration and Junior Jam  P.E.  Media  Music			 Lunch	Offline PowerPoint  Wellbeing			

In addition, we will be providing a range of planned interventions identified from the autumn term for some pupils. These will take place three times a week and will not clash with our current class timetable of live teaching.

Timetables are updated weekly, and learning grids are updated half-termly or when necessary.

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## Accessing Remote Education

How will my child access any online remote education you are providing?

Each child has been provided with their own personal login to Teams (remote learning platform), MyOn (online reading platform) and Times Table Rock Stars.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- ★ Where possible we will try to lend your child a laptop, Chromebook or tablet. We also have a small supply of dongles and access to SIMs data cards which we are able to provide on loan to support with Wi-Fi access.
- ★ Our School Inclusion and Welfare Officer will be your first port of call for assistance and to support with sourcing digital access at home. We have also set up a remote/home learning technology helpline email so that, if issues arise, they can be addressed promptly:

**Remote Learning Technology Support email:** [tech@halley.towerhamlets.sch.uk](mailto:tech@halley.towerhamlets.sch.uk)

- ★ For younger year groups, the school will continue to provide physical resources, such as reading books, high frequency words, phonics mats.
- ★ Staff will continue to make regular telephone calls to discuss engagement and support

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about your child's learning at home. But parents and carers are also able to contact teachers directly with any learning concerns via the following class emails.

Teachers	Email address
Mr Niko Harris	<a href="mailto:Year2@halley.towerhamlets.sch.uk">Year2@halley.towerhamlets.sch.uk</a>
Mr Rhewan Ahmed	<a href="mailto:Year3@halley.towerhamlets.sch.uk">Year3@halley.towerhamlets.sch.uk</a>
Mrs Art Gan	<a href="mailto:Year4@halley.towerhamlets.sch.uk">Year4@halley.towerhamlets.sch.uk</a>
Mrs Sharon Meredith-Ford	<a href="mailto:Year5@halley.towerhamlets.sch.uk">Year5@halley.towerhamlets.sch.uk</a>
Mr Shamil Ahmed	<a href="mailto:Year6@halley.towerhamlets.sch.uk">Year6@halley.towerhamlets.sch.uk</a>
All other enquiries send to	<a href="mailto:admin@halley.towerhamlets.sch.uk">admin@halley.towerhamlets.sch.uk</a>
Safety worries or concerns:	<a href="mailto:safeguarding@halley.towerhamlets.sch.uk">safeguarding@halley.towerhamlets.sch.uk</a>

- ★ Some children have already been taught how to access notebook, which will be one of the ways assignments and work can be shared. Parents and children are also encouraged to take photos or scan completed work. Class teachers will share these in their classrooms, on the school website and in our Gallery of Spectacular work.

## How will my child be taught remotely?

At Halley we will use a combination of approaches to teach children remotely, providing a combination of online and offline activities.

All live teaching lessons will focus on daily English and maths and, across the week, children will have a live lesson linked to the wider curriculum, e.g. humanities, science, music, computing, PHSE and PE.

For EYFS all daily live teaching will focus on early reading; phonics and high frequency words, emerging writing, sentence building and fine motor skills and early maths; early number recognition and mathematical language.


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All live lessons will be recorded by the class teacher so that pupils can access them at a later time if they are not able to attend the lesson.

The focus of all teaching across the school will be on retrieval and revision of previous learning which new learning can be built upon. All subject leaders in the school have supplemented each class's curriculum with external resources from other sources, such as White Rose, BBC Bitesize and Oak National Academy.

Our offline learning may be linked to a taught session - for example pupils may be asked to read a passage from a book or complete a mind map before the lesson with their class teacher.

Each phase (Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) has been provided with a learning grid, with a range of activities - both on and offline - linked to the wider curriculum.

<h2 style="text-align: center;">Learning Grid – Pagos and Leo Class</h2> <p style="text-align: center;">When you see 'Learning Grid' on your timetable, you can choose one of the activities below:</p>					
<h3>Space Cooking</h3> <p>Why not cook up some space inspired snacks? There is a recipe here  <a href="https://brainiacyummy.co.uk/50-space-rock-cake-recipe/">https://brainiacyummy.co.uk/50-space-rock-cake-recipe/</a></p>  <p>You could make as many batches as you want to but remember to measure all your ingredients.</p>	<h3>Find out about...Neil Armstrong</h3>  <p>Watch this video  <a href="https://www.bbc.co.uk/1/health/2015/05/150515_bbc_facts_underneath_nasa_videos_articles_videos/">https://www.bbc.co.uk/1/health/2015/05/150515_bbc_facts_underneath_nasa_videos_articles_videos/</a> and read the facts underneath. Can you make an information poster about Neil Armstrong? Remember to include a picture and some interesting facts about him.</p>	<h3>Be a cosmic kid</h3> <p><a href="https://www.youtube.com/watch?v=wfikoidFPjI">https://www.youtube.com/watch?v=wfikoidFPjI</a></p> <p>Try out your yoga moves with cosmic kids yoga, you can choose your own but this Reach for the Stars session is great fun.</p> 	<h3>Perfect Planets</h3> <p><b>SOLAR SYSTEM</b></p>  <p>As we are learning about space, why not have a go at drawing the solar system? Create an image of the planets in whatever medium you choose and have available. You can use pens, crayons, or even chalk!</p> <p>Get some tips here:  <a href="https://www.youtube.com/watch?v=Uc_nlt22d_o">https://www.youtube.com/watch?v=Uc_nlt22d_o</a></p>	<h3>Get moving!</h3> <p>Did you think the Daily Mile was just for dour at school? Think again! The <a href="https://www.daily-mile.com/">@DailyMile</a> challenge can help you to stay active by doing 15 minutes of jogging, walking or running, with some extra challenges along the way to keep you motivated.  <a href="https://thetodaymyle.co.uk/about-us/">https://thetodaymyle.co.uk/about-us/</a></p> 	
<h3>Find out about</h3> <p>Go online and research your class star. What information can you find?</p> <p>Follow these links for some information to begin with!  <a href="https://www.youtube.com/watch?v=ufm0ELPMM4">https://www.youtube.com/watch?v=ufm0ELPMM4</a>  <a href="https://www.youtube.com/watch?v=ab75n_13uew">https://www.youtube.com/watch?v=ab75n_13uew</a></p> 	<h3>Calm your mind</h3> <p>Mindfulness activities          Download the free smiling mind app here:  <a href="http://www.smilingmind.com.au/">http://www.smilingmind.com.au/</a>          Or try one of these guided meditations for kids:  <a href="https://www.newhorizonholisticcare.co.uk/4545/meditation.html">https://www.newhorizonholisticcare.co.uk/4545/meditation.html</a></p> 	<h3>Sing a song about the planets!</h3> <p>Practice your singing and learn some interesting facts about the planets with this video:   <a href="https://www.youtube.com/watch?v=Or1tH97Y9d">https://www.youtube.com/watch?v=Or1tH97Y9d</a></p>	<h3>Dance around your living room...</h3> <p>Can't stop the feels? Get dancing and moving with Go Noodle  <a href="https://www.youtube.com/watch?v=xh5Vt9i9w7k">https://www.youtube.com/watch?v=xh5Vt9i9w7k</a></p> 	<h3>Make a star</h3> <p>Why not try and make a star? Have a look at the below link and give star making a go!</p> <p><b>DIY 3D PAPER STAR</b></p>  <p><a href="https://www.google.co.uk/search?q=diy+3d+paper+star&amp;rlz=C36C8B_cw8910C89106nyhow=2020m818a19d18t8am3chymw=6267071_3377098_uwzidw=chomelw=1177_889v8w-c8m18_08v8t8w_210w113">https://www.google.co.uk/search?q=diy+3d+paper+star&amp;rlz=C36C8B_cw8910C89106nyhow=2020m818a19d18t8am3chymw=6267071_3377098_uwzidw=chomelw=1177_889v8w-c8m18_08v8t8w_210w113</a></p>	

Every Friday, there will be a wellbeing focus and a range of activities provided. For EYFS this will be a collective online session for pupils, parents and the class teacher.

# Providing Remote Education

## Engagement and Feedback

What are your expectations for my child's engagement and the support that we, as parents and carers, should provide at home?

What we expect from your child:

- ★ We expect all children to engage with remote education by attending live lessons and completing the activities, task and assignments set for them each day.
- ★ We expect all children to arrive a few minutes early to each live lesson, making sure their device is charged and ready.
- ★ We expect all children to be fully and appropriately dressed, wearing school T-shirt or jumper for joining live lessons.
- ★ We expect all children to treat their online classroom as they would their normal classroom, e.g. using appropriate language and behaviour.

### Pupils



Be on time and prepared to all your live lessons with your device charge and ready	Find a quiet place, suitable space free from distraction (siblings, pets, TVs)	Try and use a background if possible	Fully dressed, appropriately school jumper or shirt for joining lessons.
Make sure your camera is on	mute yourself and stay mute unless instructed otherwise	Use headphones or earbuds if you have them	Please behave as you would at school, in your classroom – chat responsibly
Use hands up to make a comment or ask a questions or thumbs up/down to show how you are getting on	Try your best, have a go especially at independent tasks	Do not record or capture any sessions as this is wrong	Make sure you close down your laptop/ device/ app when the session has finished

# Providing Remote Education

## What we ask from parents and carers:

- ★ To support your child/ren at home with accessing their child's Teams classroom and completing the work set by the class teacher.
- ★ At the start of each live lesson to remain in the same room.
- ★ At the start of first lessons parents/carers to give a wave/say a quick (silent) 'hello'.
- ★ To make sure your child has logged off correctly at the end of the session.
- ★ Ensure screenshots, photos or recordings of lessons are not made.

## Guidance for parents and pupils to support remote teaching and live lessons

### Parents



Make sure your child is ready 5 minutes before the start time	Help your child access sessions if they need it	Help your child select a background if possible	Make sure your child is appropriately dressed for lesson
Do not contribute or interrupt the session	Monitor your child's behaviour.	DO NOT record sessions, as this is a Safeguarding and GDPR issue	Make sure the camera is on

## How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

A register of attendance will be taken at the start of the school day during the first live lesson  
- and the school will telephone you if your child has not attended.

# Providing Remote Education

Class teachers will keep an engagement tracker, to monitor weekly how well pupils are participating and engaging with both online and offline tasks. Any concerns will be noted and phone calls made home to identify any issues.

## How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- ★ Live lesson feedback sessions - live lessons are an invaluable part of our provision and enable purposeful interactions between class teachers and their pupils, provide support with identifying areas of difficulty and provide opportunities for immediate face to face feedback. After each live lesson, where an independent follow-on task is set, class teachers will stay online so that children can drop in and out to seek further guidance or support.
- ★ Children are encouraged to use the chat function, so that teachers can address gaps or misconceptions in learning.
- ★ At the start of each week, children will be provided with a series of 'I can' statements which they will work towards, practice and revise over the course of that week. At the end of week, children will have the opportunity to self-assess how well they are achieving.
- ★ Work submitted will be marked and positive feedback or feedback for improvement shared.
- ★ All pupils will receive weekly feedback.

## Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example identified pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those children in a range of ways, such as in school provision, personalised timetables and intervention sessions with a class teaching assistant.

All class teachers are supported by the SENCo and a speech and language therapist to differentiate tasks to meet individual complex needs. Your child may also be provided with additional physical resources to support them with accessing their remote learning.



## Remote education for self-isolating pupils

Where individual children need to self-isolate, but the majority of their peer group remains in school, how remote education is provided will probably differ from the approach used in class. This is due to the challenges of teaching children both at home and in school.













*If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?*

In the event that an individual child has to self-isolate or shield due to COVID-19, children will continue to access learning as outlined above. Their timetable will, as much as possible, link to their class's current curriculum and the learning taking place in school.

All lessons and resources will be uploaded each Friday for the following week, so that children can log on to Teams and access their learning. We will also make greater use of a number of ready-prepared high quality physical materials as well as drawing more heavily on Oak National Academy and White Rose online resources.

Workbooks, textbooks, reading books, ten frames, counters, bead strings, play dough and pegs will either be given out on the day the child is sent home or can be collected from the School Office on the first day of remote education. These resources are age appropriate and support the key learning objectives from your child's year group. Your child should be able to work through these with minimal adult support.

# Providing Remote Education

Early Years Foundation Stage											
9.15-9.30	9.30-9.45	9.45-10.30	10.30-10.45	10.45-11.30	11.30-12.30	12.30-1.00	1.00-1.20	1.20-1.45	1.45-2.15	2.15-2.45	2.45-3.15
Ready steady wake up!	Check school website	Literacy	Active break	Maths	Lunch and active break	Movement Time!	Take home book	Phonics	Active break	HFw	Story time
											

Staff will make contact weekly and check in on their learning, progress and well-being.

## Safeguarding

Children who are off-site will be in daily contact with their teachers via live lessons and the school's remote learning platform. If there are issues around engagement and contact, staff will get in touch with families and children regarding their attendance, participation and engagement. If school has serious concerns, a home visit may be undertaken.

## Keep your child safe online

It is important to have regular conversations about staying safe online and to encourage your children to speak to you if they have come across something worrying online.

Below are some links and resources to support you help keep your child/ren safe online. They will support you to talk to your child about a range of online safety issues, set up home filters in a child friendly way and set up age-appropriate parental controls – please don't forget, our tech team can also support you.

- ★ [Thinkuknow by the National Crime Agency - Child Exploitation and Online Protection command \(NCA-CEOP\)](#) provides resources for parents, carers and children of all ages to help keep children safe online.
- ★ [Childnet](#) has developed [guidance for parents and carers](#) to begin a conversation about online safety, as well as guidance [on keeping under-fives safe online](#).

# Providing Remote Education

- ★ [Parent Info](#) is a collaboration between [Parent Zone](#) and [NCA-CEOP](#), providing support and guidance for parents and carers related to the digital world from leading experts and organisations.
- ★ [National Society for the Prevention of Cruelty to Children \(NSPCC\)](#) has [guidance for parents and carers to help keep children safe online](#).
- ★ [UK Safer Internet Centre](#) provides tips, advice and videos for parents and carers to keep children safe online - you can also [report any harmful content found online through the UK Safer Internet Centre](#).
- ★ [LGFL](#) has pulled together a range of resources, advice and videos for parents and carers to keep children of all ages safe online.

Please familiarise yourself with our acceptable user guides for each of our year groups. Teachers will refer to these to ensure our children become more confident with keeping themselves safe online.

## What harms might my child experience online?

You may have concerns about specific harms which children can experience online. There are more resources to help you understand and protect your child/ren from different harms online, including:

- ★ child sexual abuse – [a definition \(I need to add link\)](#)
- ★ exposure to radicalising content
- ★ youth produced sexual imagery ('sexting')
- ★ cyberbullying
- ★ exposure to age-inappropriate content, such as pornography

- ★ exposure to harmful content such as suicide content

## Child sexual abuse

If a child is in immediate danger, **call the police on 999 straight away.**

If you are concerned, you can report these to the Tower Hamlets Child Protection Advice Line (020 7364 3444), [NSPCC](#) or [NCA-CEOP](#).

We have a dedicated safeguarding email which we encourage parents and carers to use if they have any safeguarding concerns: [safeguarding@halley.towerhamlets.sch.uk](mailto:safeguarding@halley.towerhamlets.sch.uk).

