

# Student Protocol for participating in a TEAMs lesson

## When using video and microphone students must;

- test all equipment prior to the lesson to reduce technical difficulties
- be punctual to the lesson
- undertake the lesson in a room with an open door.
- be mindful of background noise and switch their microphone off when necessary if they feel noise may be disruptive.
- ensure that cameras are switched on in order to improve engagement
- dress appropriately albeit there is no need for College Uniform. If a student is not appropriately dressed the lesson will be suspended for them until they are so. The lesson will continue in the meantime due to time constraints.
- in an ideal world have a parent/carer in the house to assist the student while the lesson takes place.
- be respectful and sensible in the lesson
- the chat facility is to be used only to respond to a teacher. Students can signal that they would like to ask a question or contribute by typing "q" in the chat function. They must only speak when the teacher has asked them to.
- use appropriate language at all times both verbally and in the chat function.
- NOT send any material to teachers or other students over the video platform. OneNote and College email should be used.
- Must NOT make a recording or take an image of the lesson at all.
- Must not share the invitation to the live lesson with anyone at all.
- Must not join a live lesson unless a member of staff has requested you to

## Online Behaviour during Remote Learning and Live Lessons

In the event of a student misbehaving or disrupting a 'live' lesson a similar approach to the referral room system using 'three warnings' and the 'removal' of a student from the lesson should be adopted as below for low level disruption.

This misbehaviour that disrupts the learning of other students could include the inappropriate use of the chat facility in TEAMs, the microphone or the video facility, inviting 'outsiders' into the lesson, sharing passwords and interrupting the presentation during the lesson.

### Stage 1:

- For low level disruption a behaviour point should be added to SIMS and the student should be informed of this warning either via email or during the 'live' lesson. If the student receives three behaviour points in the lesson or in consecutive lessons, then Stage 2 should be implemented. Behaviour points should be added to SIMS by the next 'live' lesson and communicated to the student.

### Stage 2

- In the event that three warnings have been issued to a student then the member of staff should liaise with their Head of Department and copy in the Year Manager (in case there have been further instances) and the student should be removed from a cycle of online 'live' lessons in that subject. The Head of Department should communicate with home. This should be recorded on SIMS as being sent to the referral room in order to have the appropriate behaviour points allocated. The student should apologise to the subject teacher with a commitment to behave appropriately in future 'live' lessons.

### Stage 3

- In the event of multiple issues (3+ warnings) with a student in 'live' lessons or with remote learning they should be removed from all 'live' lessons for a whole cycle. This should be communicated with home and co-

ordinated by the Year Manager and Pastoral team. This should be recorded on SIMS as an Inclusion in order to have the appropriate behaviour points. The remote learning email should be sent.

#### **Stage 4**

- In the event of a serious incident the College reserves the right to remove the student from all 'live' lessons during the lockdown period. This should be communicated with home by a senior member of staff and should be recorded on SIMS by the Year Manager as an Exclusion in order to have the appropriate behaviour points. The remote learning email should be sent.