

Safe and Inclusive Virtual Learning Framework

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Introduction

EREA BlendED National Ltd ('BlendED') is committed to providing a safe, supportive, inclusive and child-safe learning environment where all young people are treated with dignity, respect and fairness. BlendED recognises that positive relationships and a strong sense of belonging are fundamental to young people's engagement, wellbeing and learning success.

As a provider of flexible and virtual learning programs, BlendED is committed to fostering respectful interactions and promoting positive behaviours across all online and in-person learning environments. Through the implementation of its Operation By Principles (OBP), BlendED supports young people to engage safely and responsibly in learning, develop positive relationships, and contribute to a culture that values respect, participation, honesty, and safe and legal conduct.

Purpose

The purpose of this Framework is to:

- promote safe, respectful and inclusive learning environments across all BlendED virtual and in-person learning activities;
- establish expectations for young people's behaviour and interactions consistent with BlendED's Operation By Principles (OBP);
- support young people's wellbeing, engagement and participation in learning;
- outline the responsibilities of young people, parents/carers, staff and school leaders in maintaining safe and inclusive learning environments; and
- support early intervention and positive responses where young people's behaviour or interactions impact the wellbeing, safety or learning of others.

Scope

This Framework applies to all young people, employees, volunteers, contractors, parents/carers and other members of the school community involved in BlendED educational programs and activities.

It applies to all virtual and online learning environments, communication platforms, school-sponsored activities, gatherings, excursions and any other learning activities conducted by or on behalf of BlendED.

Framework Statement

BlendED will provide a safe, inclusive and child-safe learning environment that supports young people's wellbeing, engagement and learning.

BlendED recognises the vulnerability of the young person cohort and is committed to providing appropriate support services for young people and developing programs that meet the individual needs of young people. It is also recognised that inappropriate behaviours displayed by young people may be symptomatic of health conditions (e.g. anxiety, OCD, ADD), experiences of trauma, or difficulties with engagement arising from significant gaps in learning. Young people have opportunities to participate in the school community and have a voice in their learning experiences. In addition, young people are provided with opportunities to develop leadership skills and undertake leadership roles.

This is achieved through:

- Young people being challenged, supported and encouraged to re-engage and participate in learning in order to reach their full potential.
- The development of positive and trusting relationships with their core teacher and Wellbeing Support Worker.
- Encouraging young people to accept personal responsibility and take pride in themselves.
- Participating in regular and routine social gatherings with their peers in supported environments.
- Acknowledging and celebrating the achievement and success of others.
- Ensuring the curriculum is inclusive, engaging and compliant.
- Recognising that young people may have diverse learning, wellbeing, disability and support needs and providing appropriate adjustments, supports and interventions to promote participation, engagement and learning success.
- Reinforcing appropriate and responsible actions as well as managing inappropriate actions through our OBP.
- Promoting collaboration between young people and with teachers which encourages a positive school climate.
- Supporting young people to develop an understanding of their rights and responsibilities, as outlined in the Blended Enrolment Pack.
- OBP to be utilised for both responsible and irresponsible interactions being developed and applied consistently.
- All staff are given opportunities to develop skills in managing safe and inclusive virtual learning, including online lessons.

Roles and Responsibilities

The primary responsibility for managing young people's behaviour and interactions in online lessons rests with the teacher.

Principal

- Ensure that all young people's devices are safe and secure for exclusive school curriculum usage.
- Ensure all staff, volunteers and visitors hold and maintain the required child safety screening clearances for the jurisdiction in which they work and are appropriately supervised and supported.
- Use online sites and digital tools that support young people's learning, and focus our use of digital technologies on being learning-centred.
- Use digital technologies in the classroom for specific purpose with targeted educational or developmental aims.
- Educate our young people about digital issues such as privacy, intellectual property and copyright, and the importance of maintaining their own privacy and security online.
- Effectively and responsively address any issues or incidents that have the potential to impact on the wellbeing of our young people.
- Implement programs in place to educate our young people to be safe, responsible and discerning users of digital technologies, including orientation programs for young people.

- Educate our young people on appropriate responses to any dangers or threats to wellbeing that they may encounter when using the internet and other digital technologies.
- Ensure that challenging young people's actions are managed through procedures supported by a strong evidence-based understanding of how young people learn and behaviour is best supported.
- Ensure that new staff, young people and their families are aware of appropriate and responsible actions in a virtual/online learning environment.
- Ensure that parents/guardians are aware of their rights to advocacy and processes should they have grievances relating to the school's management of young people's behaviour and interactions.
- Teach and model consultative decision making and ensure structures are in place for young people's voice and leadership to be heard and involved in decisions (to the extent reasonably possible).
- Use interagency support programs with young people.
- Ensure that the Bullying Prevention and Intervention Procedures, Child Safe Standards and Complaint Handling Policy and Complaint Handling Guidelines and Procedures is clearly defined and understood by all members of the Blended school community.
- Ensure this Safe and Inclusive Virtual Learning Framework is consistently and appropriately applied.
- Promote and reinforce responsible actions.
- Be available for consultation and support about management of young person behaviour and interactions in the virtual/online learning environment.
- Ensure appropriate professional learning programs (including sharing best practice) are provided so staff have an understanding and knowledge of management strategies.
- Access services and agencies which can support young people in developing skills and responsibility for their behaviour and interactions.

Teachers and Education Support/Wellbeing Support Workers

- Develop and foster positive relationships with and between young people both virtually and in person at community events, such as the gatherings.
- Apply this Safe and Inclusive Virtual Learning Framework and child safety policies consistently.
- Structure the teaching program to facilitate learning that is inclusive.
- Develop strategies to manage supportive learning environments.
- Contribute to planning and implementing supports, adjustments and wellbeing strategies that promote young person engagement and learning.
- Develop agreed online lesson expectations with young people and consistently maintain those expectations in accordance with the school's OBP.
- Inform parents/guardians and relevant Blended staff and related agencies of any concerns impacting the young person or their learning (including but not limited to absences) at an early stage.
- Encourage young people to seek support and ensure that all young people are aware of the process for complaints.
- Adhere to young people's duty of care requirements when young people participate in gatherings/excursions.
- Model appropriate procedures for responding to complaints.

Parents/guardians/carers

- Ensure young people attend online lessons regularly.
- Comply with the obligations set out in the Parent/Guardian Guide and/or the Enrolment Policy.
- Maintain young people's duty of care when their child is learning in the home environment.
- Support positive young person participation and interaction in online lessons.
- Encourage and support young people in their learning and wellbeing.
- Inform the school of any issue which might impact on the young person's engagement, learning or wellbeing.
- Work in partnership with school personnel in the implementation of this Safe and Inclusive Virtual Learning Framework to ensure a supportive learning environment.
- Engage with the school values, policies and procedures in a respectful manner.

Young People

- Act in accordance with the Bullying Prevention and Intervention Procedures as well as the Positive Behaviour Management Procedures.
- Apply OBP in their approach to learning, behaviour and engagement with BlendED.
- Respect the right of all young people to grow and learn in a positive environment.
- Engage with school policies and procedures in a respectful manner.

Procedures and Guidelines

Whilst the young person duty of care in the online learning environment rests with the parent/carer, the responsibility for managing young people's behaviour and interactions in the online learning environment rests with each teacher.

Teachers build lesson atmosphere and a safe supportive learning environment

- Establish explicit online lesson expectations.
- Develop genuine respectful relationships in accordance with the BlendED Pedagogical Model for Online Learning.
- Embed the principles of the BlendED Education Framework.
- Use HIT (High Impact Teaching) strategies to promote young people's engagement and learning.
- Acknowledge and celebrate success for young people's engagement and achievement.

In dealing with departures from expectations

- Respond in a non-confrontational, non-escalating manner.
- Apply unconditional positive regard for young people.
- Rely on the language and approach of OBP.
- Remind class openly, or individual young person privately (e.g. private messaging) of expectations, as deemed appropriate.

For persistent departures from expectations

- One on one counselling with the young person by the teacher (during or after the online lesson, as appropriate).
- Consult a school leader to support the young person and family, if appropriate.
- Casenote (Chronicle entry in the Compass young person database).

- Contact with parent/carer (mobile/phone/email/visit) by the teacher or Wellbeing Support Worker (WSW), as appropriate.
- Seek advice from the Principal.

Where a young person does not respond to the above

- In accordance with the Operation by Principles language and approaches, provide the young person with some space to regulate. This may require temporarily limiting their computer functionality.
- When deemed appropriate, have the WSW and/or the teacher attempt a phone conversation with the young person and parents/guardians.
- Arrange a care team meeting to discuss what the needs are of the young person and to hear from them what it is they need in order to participate in accordance with this framework and our OBP. Create a working agreement with the young person.
- If required, organise a Collaborative Problem-Solving meeting with relevant staff and young people.
- Continue encouraging young people's learning through the use of online lesson recordings, direct young person-teacher contact and asynchronous learning materials.
- Casenote (Chronicle entry) all actions on the school's database.
- Review any relevant support, adjustment or wellbeing plans, where applicable.

Related Policies and Documents

- Child Safeguarding Policy
- Education Framework
- Bullying Prevention and Intervention Procedures
- Enrolment Policy
- Inclusive Education and Disability Framework
- Pastoral Care Framework
- Positive Behaviour Management Framework
- Collaborative Problem-Solving (CPS) Poster
- Collaborative Problem-Solving (CPS) Procedures
- Complaint Handling Policy
- Complaint Handling Guidelines and Procedures
- Operation By Principles (OBP) Poster

References

- [National Principles for Child Safe Organisations](#)

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