



Parent Guide to Remote Schooling and Child Safety

Parent, guardian and carer responsibilities during Remote Schooling

Provide support to your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

Establishing routines and expectations

Your school should provide your child with a schedule or timetable for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around.

You will need to establish routines and expectations. You should use the timetable or schedule provided by your school to set regular hours for school work.

Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children, too.

It is important that you set these expectations as soon as Remote Schooling is implemented, not several days later after it becomes apparent a child is struggling with the absence of routine.

Setting up a learning environment

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for Remote Schooling may be a public/family space, not in a bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible.

Above all, it should be an appropriate space where you or another adult may be present and your children's learning can be monitored.

A Learning Environment Checklist is provided for your information.

Supervision

In Victoria, it is an offence for a person responsible for a child to leave the child unattended for any longer than is reasonable, without making appropriate arrangements for the child's supervision and care. This includes leaving a child at home, or in a car, or anywhere else unattended.

Please make sure appropriate arrangements are made for the supervision of your child(ren).

Online safety

As parents, guardians and/or carers, you know your child better than anyone and have the best opportunity to support and guide them to have safer online experiences.

Remote Schooling, where students are primarily interacting with one another online, may give rise to the possibility of increased online issues. For helpful information about supporting your student online, visit the [eSafety Commissioner website](#)

Location of devices

Electronic devices should be located in appropriate areas of the home so that you are able to monitor access and support your child if required.

Parental controls

Parental controls are software tools that allow you to monitor and limit what your child sees and does online.

The following are examples of controls that may be considered:

- block your child from accessing specific websites, apps or functions (like using a device's camera, or the ability to buy things)
- filter different kinds of content, such as 'adult' or sexual content, content that may promote self-harm, eating disorders, violence, drugs, gambling, racism and/or terrorism
- allow you to monitor your child's use of connected devices, with reports on the sites they visit and the apps they use, how often and for how long
- set time limits, blocking access after a set time.

For further information on using Parent Controls see the [eSafety Commissioner](#) website.

Student responsibilities during remote schooling

These responsibilities should be adjusted according to the age of the student:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication (O365, G-Suite for Education, Seesaw, Canvas, email, etc.) to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing your best work
- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning

- complying with the schools Acceptable Use of Digital Devices and Online Services policy (where applicable)
- seeking out and communicating with school staff as different needs arise in accordance with school procedures.

Attendance and participation requirements

Parents are asked to communicate via PAM or attendance@mmcrc.catholic.edu.au if your child is unwell. Teachers will also monitor class work and attendance and contact parents if work is not being accessed or submitted.

Interaction with school staff

If staff need to speak to a student via phone, staff should request that the phone is put on speaker phone with a parent, guardian or carer present in the conversation. If appropriate staff may also include a colleague in the conversation. These conversations must not be recorded by any party.

Further information and references for parents, guardians and carers

Department of Health and Human Services - Information and advice about coronavirus infection.

[DHHS](#) also provides daily updates, information and advice about Coronavirus (COVID-19) on their website.

- **Coronavirus Hotline** 1800 675 398 (please keep Triple Zero (000) for emergencies only)

Safety and Well-being

If you have any concerns regarding your child's safety or wellbeing please contact the school.

The following supports are also available:

- **Parentline (Victoria)** 13 22 89
- **Kids Helpline Kids Helpline** 1800 55 1800 or kidshelpline.com.au
- **eHeadspace** 1800 650 890 or eheadspace.org.au
- **Beyondblue** 1300 224 636 or www.beyondblue.org.au
- **1800RESPECT** 1800 737 732 or www.1800respect.org.au
- **MensLine Australia** 1300 787 978 or www.mensline.org.au
- **Lifeline** 13 11 14 or www.lifeline.org.au
- **Suicide Call Back Service** 1300 659 467 or www.suicidecallbackservice.org.au
- **Safe Steps** 1800 015 188 or www.safesteps.org.au



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Learning environment checklist

In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?