

Distance Learning Plan Unexpected School Closure

مَدْرَسَةُ الْخَلِيجِ النَّمُوذَجِيَّةِ Gulf Model School



CYBER BULLYING POLICY FOR DISTANCE LEARNING 2020-2021



INTRODUCTION

In order to ensure that learning continues during the temporary closure, the government directed that distance learning should start in all schools from March 2020. Under this UAE-wide direction, GMS has been working closely with all stakeholders to ensure that they are ready and equipped with the necessary resources to implement distance learning for the students

GMS online capabilities not only create entrée to a vast amount of resources but also facilitate distance learning and collaboration between classes and students in different locations. Along with the benefits the Internet brings, however, come costs such as new threats to students. In our current education reality, where remote learning is the norm, new challenges to student privacy and cybersecurity are emerging. The scramble to switch to technology to connect with students has exposed issues that can jeopardize school and student privacy.

AIM

The aim of the cyber policy for distance learning is to ensure that all students and staff are aware of the risks and hazards of internet usage and use it sensibly and safely for the purpose of information sharing and improve through distance learning.

IMPLEMENTATION

A) School leaders

GMS leaders and staff ensure they are ready and well equipped to implement distance learning during the school closure. During the distance-learning period students will receive learning assignments by their school, and will continue to study and work on these from home.

The principal and teachers will be available to help the students throughout this period. The principal, leaders and classroom teacher frequently stay up to date on their distance teaching and learning plans to ensure the best teaching methods are practiced at GMS.

B) Teachers

GMS uses different modes of delivery, which can range from offering distance learning fully online to providing students with asynchronous work material. GMS uses file sharing/communication platforms – such as Class Dojo, ZOOM, Google Drive – to deliver lessons and assignments, and create an engaging classroom experience at home.

GMS remains committed to ensure the continuity of learning for all students. teachers will be mon-



Monitoring your child's online activities carefully and providing feedback. For students not able to access live classes teachers will mark assignments and provide regular feedback through emails, calls or other communication channels.

C) Parents

All lines of communication between parents and GMS school will remain open throughout the distance learning period. Channels of communication will include the school's e-learning platform, emails, phone calls and text messages. The school principal and teachers will be able to be contacted at specific times during the closure to answer parent queries and provide support.

Distance learning puts a lot of responsibility on the parent, and that goes farther than schoolwork. Homeschool parents have to go the extra mile to teach their children about internet safety. This can be especially beneficial since parents can monitor their children more closely than a teacher could.

If it gets to the point of issuing online assessments, it is important for parents to reinforce the fact that this should be carried out independently and do what they can to reinforce the school guidelines.

INTERNET SAFETY IN THE HOME

A) Safe learning environment

Ensure a safe home and online learning environment. Place students learning device in a common area of the home where parents can monitor their online activity and time spent online. For older children, this strategy will allow to monitor them in an indirect manner. Ensure that the learning space is always clean and disinfected.

For the younger children who find it difficult to understand online safety or technical issues, parents are advised to check in with them from time to time and see if they are having any issues.

Frequently check the information and materials being exchanged between students, their peers, and the school or a third entity. This will not only help parents to stay up to date on child's learning progress, but can also monitor if personal information, such as contact details have been exchanged with strangers, or if child has been exposed to inappropriate materials.



If parent witness something inappropriate on an online platform, report it immediately to the school. Have frequent conversations with child to gauge if they may have experienced inappropriate behavior online.

Parents are advised to install parental control software, which will allow the monitoring of your student's online activity, control the time spent online, and block content that is not appropriate or required for distance learning.

B) Safe Searching

Schools have content filters to make sure students can search the internet safely, and so should homeschool parents. Content filters can help keep students safe from harmful content and allow parents some peace of mind.. Teaching children about why certain online interactions are dangerous works along with content filters.

C) Cyberbullying

While distance learners may not necessarily experience bullying in person, online bullying can become a huge problem for an eLearning student. Parents should teach students about cyberbullying and how to effectively handle those situations. Make sure children understand to come to you when they see online bullying. Teach older children how to report or block those who treat them badly. Many websites have ways to do this that will help students keep their time online safe and productive.

GMS has processes and procedures in place to address and prevent bullying, harassment and violence, including cyberbullying. School's preventative focus includes social and emotional learning approaches and digital citizenship programs that support the development of resilience, critical thinking and social skills.

Just as bullying, harassment or abuse would not be tolerated in the classroom or on the playground; they are similarly not tolerated within online environments.

The School will deal with online breaches of the school's behaviour policies as they would, had they occurred in the physical environment.

Online bullying can include:

- sending insulting or threatening messages
- posting unkind messages or inappropriate images on social networking sites



- excluding others from online chats or other communication
- inappropriate image tagging
- sharing someone's personal or embarrassing information online
- creating hate sites or starting social exclusion campaigns on social networking sites
- sharing unflattering or private images
- assuming the identity of the another person online and representing them in a negative manner or manner that may damage their relationship with others
- repeatedly, and for no strategic reason, attacking other students ,staff online.

D) Students

Students need to practice their communication and information gathering skills within a secure environment – while still accessing information required for learning in today's world. So, whether it's working or communicating online, children should feel safe and comfortable

Roles and activities are carefully structured to ensure that students develop a love of learning and gain the academic skills essential to their future success in virtual school. Students get the best start on a bright future as they:

- Begin with a flexible schedule
- Devote a set amount of time to learning
- Perform most of their schoolwork offline—reading books, writing, and completing assignments
- Spend 50–75% of their school day on the computer—attending sessions, using interactive educational tools, or completing assignments from the online curriculum
- Blend online and offline work in their classes
- Submit task.

Note :

This policy has links to cyber policy 2020, behavior policy 2020