



**Secretariat for
Catholic Education**

E-Safety

**Guidelines for Formal
Educational Provision**

April 2020

Endorsed by the:



CONTENTS

CONTENTS.....	2
OVERVIEW.....	3
INTENDED GOALS.....	3
PRINCIPLES.....	4
THE CONTENT	5
THE COMMUNICATION.....	6
THE MANAGEMENT	11
WHEN CONCERNS & DISCLOSURES ARISE	13
Appendix I – Counselling and Psychology Guidelines during COVID-19.....	14
Appendiċi II – Formola ta’ Kunsens għal Tagħlim Online.....	15
Appendix II – Consent Form for Online Learning.....	16
Appendiċi III – Formola ta’ Kunsens għal Servizzi Psikosoċjali mibgħuta mill-Iskola.....	17
Appendix III – Consent Form for Remote Psychosocial Services sent from School.....	18
Appendiċi IV – Formola ta’ Kunsens għal Servizzi Psikosoċjali Remoti mibgħuta mill-Professjonist....	19
Appendix IV – Consent Form for Remote Psychosocial Services sent from Professional.....	21

OVERARCHING DISCLAIMER

This document does not supersede any directions issued by the Secretariat for Catholic Education (SfCE) from time to time reflecting the current context. Unless for aspects related to **safeguarding** of others and of self, which are binding, all other practices contained within the document are recommended or suggested, but not imposed on practitioners. Moreover, the latter have the right to also be guided and follow directives legitimately issued by their respective trade union.

OVERVIEW

Online presence, leisure, research, learning, work and interaction is an integral part of our lives. Different circumstances may require even greater reliance on online resources, tools and strategies. These Guidelines are intended to promote the safe adoption of online learning and interaction in the context of formal educational services, indicating and recommending measures that safeguard learners and professionals.

Organisations involved in providing formal educational services have two main responsibilities when it comes to e-safety:

1. Establish procedures and parameters that help keep children and professionals safe.
2. Promote, support and educate about online safety.

These Guidelines, whose primary audience are Church Schools offering pre-compulsory, compulsory and post-secondary formal education, may further develop into a policy in consultation with stakeholders. After laying out the intended immediate and longer term goals, it sets out basic overarching principles as well as recommended content, communication and management for practitioners, namely for educators, psychosocial professionals and designated leaders/managers.

INTENDED GOALS

The intended goals of these guidelines are both immediate and long term:

- Immediate:
 - Serve as initial procedures and parameters for safe online learning and interaction in a redefined yet still formal educational environment.
 - Give clear indications of appropriate behaviour and action.
 - Re-establish a degree of understanding, stability and realistic expectations, easing apprehension.
- Long Term (*requires diverse adaptation by stakeholders*):
 - Working towards ensuring that digital tools continue to feature as an essential element of 21st century teaching and learning.

PRINCIPLES

The intended goals rest on the following fundamental principles:

1. All individuals have **the right to remain safe** and should never experience abuse of any kind, particularly in this context, when availing themselves or facilitating the right to education.
2. Schools in general and Professionals in particular have **the responsibility to protect** the **safety** of children and young people, ensuring they do not experience abuse of any kind, especially when entrusted under their care in formal education, whilst protecting themselves (irrespective whether online or otherwise).
3. Schools, primarily through their Senior Leadership Teams, have **the responsibility to create safe physical and virtual environments** that protect the safety of the members of their community, responsibilising professionals, parents/legal guardians and students.
4. **Action must be taken** to implement these principles and to unequivocally address concerns when these arise.

In upholding the above, schools and professionals are invited to consider the following:

- Online safety for both practitioners and learners is upheld by principally maintaining the same professional relationship that should exist in the actual physical world. The same ethical principles that guide practice in the physical world apply online. This includes retaining boundaries, privacy, security and confidentiality as applicable.
- Once boundaries are broken in the virtual world, these have been simultaneously broken in the physical world and restoring these both in the actual face-to-face and virtual interactions may prove difficult.
- Equity issues persist and may be further exacerbated where a digital divide, in terms of lack of devices, access or skills, exist.
- Clarity in expectations for all stakeholders for online participation is to be gradually nurtured and kept realistic.
- Children's engagement is to be sustained as far as possible, to maintain their natural love for learning.
- School communities in general and individuals in particular need time to adjust to this new reality.
- The relational aspect inherent to teaching and learning is to be maintained.
- Online educational provision is an opportunity to review digital etiquette and to develop both children and adults into sound digital citizens.

In guiding educators, psychosocial professionals and designated leaders/managers three areas will be considered, namely:

1. **The content** – what should be delivered as instructional material or communicated;
2. **The communication** – how should instruction be delivered, including feedback on students' work and other communication occur;
3. **The management** – what monitoring systems and actions are advised.

THE CONTENT

Collective efforts in determining the span and type of content that may be realistically expected will increasingly shed more light and give clearer guidance to stakeholders.

Meanwhile research and practice suggest that:

- Educators, students and their families are not used to the pace online, so considerations of amount of material covered needs to be evaluated and should be spread out more.
- Online learning experiences should be presented in shorter instances, characterised by less content suitable for short spurts of teaching and learning. Hence, busy work like drilling or repetitive work is to be avoided. Outcomes need to focus on the most relevant parts of the syllabus and not on excessive detail. Furthermore, they should be split into smaller, easier digestible goals or learning/lesson intentions.
- Learning opportunities with least parental support need to be designed in order to respond to the diverse needs of families, ensuring greater curricular equality and equity.
- Ideally, instructions are short, simple and clear. Often a short video clip (which needs not necessarily or always portray the educator) is more effective than text.
- Timely feedback through knowledge checks, comments on documents and chat helps keep students motivated and scaffold the learning process.
- Streamlining information by creating one place for all assignments, schedules, notes etc.
- Different subjects and learner age-groups require different approaches and timings. Collaboration between educators (teaching the same year or subject) and sharing of resources is encouraged, forming professional learning communities.
- Similar considerations need to be made when deciding what to pass on to professionals and parents/legal guardians. Content overload may lead to disengagement.
- Not all educational websites and apps are trustworthy. Queries may be presented to the school Senior Management Team or to SfCE Curriculum Team. Shared resources need to be at a level appropriate and adequate for the particular age group and level¹.

¹ Further support and tips may also be acquired from:
<https://tinyurl.com/SFCEUsefulDigitaltools>
<https://www.facebook.com/DigitalLiteracySfCE/>

THE COMMUNICATION

The same professional boundaries that exist at school or in other physical settings, need to be mirrored and respected online. This implies implementation of the same principles of professionalism in behaviour, dress etc. Hence, etiquette (or netiquette) and digital citizenship are to be inextricably embedded into online collaborative activities.

Recommendations on suggested forms and channels of communication:

- Educators are to give due consideration to their professional digital identity and security by choosing sensible usernames, email addresses and screen names. In addition, a courteous, respectful and professional tone must be established and sustained with students, parents and colleagues.
- With the required precautions, both audio and video forms of online communication may be acceptable and useful as they provide the relational aspect of teaching and learning. Similarly, virtual meetings, live chat or video tutorials maintain human connection. Recordings can be uploaded on the school management systems where these are available. In an online environment, channels of communication need to be frequent, clear and to the point.
- One-to-one (video) communication:
 - between a Teacher and a student seems to imply exclusivity, creating greater risks of blurring or breaking boundaries. Hence, this form of communication is to be **avoided** at all costs to avoid misunderstanding and misinterpretations. One exception to this may be in the case of Guidance Teachers (who in this role also serve as Psychosocial Professionals and respective provisions dealt with throughout these Guidelines may apply) performing Career Guidance sessions (or Option Choice sessions), in which case learners should be accompanied by parents/legal guardians (further precautionary provisions are suggested in the next point).
 - between a Learning Support Educator (LSE) and an assigned student with particular needs, may emulate similar one-to-one physical interaction. However, risks mentioned in the previous point exist and hence should be limited to situations when strictly necessary and after having discussed the matter with the school management (designated or delegated authority). In such circumstances, one or more of the following precautionary provisions may be applied:
 - The session could be recorded with the required consents. Retention periods of such recordings should be reasonable and in no instance exceed a year following the termination of the students' enrolment at the respective school.

- The parent/legal guardian could be invited to sit in the session.
- Another professional may be invited to virtually join the session.
- between a Psychosocial Professional and a student may be necessary depending on the particular circumstances. However, regularly touching base may also be performed through email or chat (discussed later); this may be either random or scheduled. Video communication should only be resorted to when this is considered by the professional as the safest option for the client and the therapeutic framework. Whilst applicable provisions from aforementioned precautions may be considered, professionals are directed to the [Malta Association for the Counselling Profession \(MACP\) Code of Ethics](#) , Counselling and Psychology Guidelines during COVID-19 (see Appendix I) and the [Social Work Code of Ethics \(Malta\)](#). Psychosocial Professionals should discuss online communication during supervision. Supervisors may in turn consult informed sources such as [the Online Therapy Institute website](#).
- between professionals and parents/legal guardians may emulate similar one-to-one physical interaction. However, risks mentioned in the previous points exist and hence should be limited to situations when strictly necessary and after having discussed the matter with the school management (designated or delegated authority). In such circumstances, applicable provisions from the above precautionary provisions may be applied.
- between professionals may emulate similar one-to-one physical interaction. These interactions may not only be effective to collaborate or perform required tasks but retaining contact may also be of mutual support at different levels to participants. Risks are significantly less than those mentioned in preceding scenarios, however, professional boundaries still need to be maintained. Some tips:
 - Initiators are to make sure that participants are invited well in advance and due consideration is to be made to the fact that online modes of working differ from traditional settings also because other aspects of the individual's life may intertwine.
 - Whilst acknowledging that participants may become more accustomed to such communication over time, it is advisable that they confirm a degree of comfort before engagement.
 - Due consideration should be given to the purpose of the communication and whether there may be other forms of communication that may be more suitable to achieve such result.
 - Frequency and length of such sessions needs to be reasonable not to overwhelm participants.
- One-to-many / group video communication:
 - may be very effective forms of providing educational service but require a degree of competence/disposition which understandably not all professionals

may possess in technical, confidence and safety terms. Whilst editing recorded sessions is time-consuming and requires specific technical acquaintance, live streaming introduces higher levels of complexities. Hence, this effective form of communication needs to be approached with the required awareness and caution. Some tips which may be deployed:

- During recorded or live sessions, although the visibility of the educator is an incontestable enhancement, it is not essential and creates further risks, which may therefore be avoided. Recorded sessions are best followed up by providing 'contact hours' through a chat channel to discuss difficulties.
 - During live sessions, students may be asked to keep their cameras off especially until participants become more familiar with and accustomed to online learning and its implied netiquette. Microphones may be toggled on/off often by the host of the session, depending on the platform. Another strategy, to be adopted by more confident practitioners and in specific settings, could be to mute participants only in cases of deviant and disruptive behaviour as learning how to behave online (netiquette) is an important life skill that instils respect and tolerance in participants.
 - During live sessions, the class needs to be managed as in the physical environment and non-compliance by participants should have consequences such as muting microphones and/or time-outs from the session depending on circumstances.
 - Psychosocial Professionals checking on families or performing critical intervention in the case of loss, may find video conferencing tools useful. In doing so, apart from maintaining the same professional standards and boundaries, they need to also assist clients, especially the most vulnerable, in feeling less intimidated by the mode of communication and consider applicable safety precautions, including asking another professional to join the session, even if just at an observer status.
- between professionals is a required and effective means to collaborate, perform required tasks, retain contact and be of mutual support especially when physical meetings are hindered or not possible. Risks are even less than those mentioned in preceding scenarios, however, professional boundaries still need to be maintained. Some tips:
- Initiators are to make sure that participants are invited well in advance and due consideration is to be made to the fact that online modes of working differ from traditional settings also because other aspects of the individual's life may intertwine.

- Due consideration should be given to the purpose of the communication and whether there may be other forms of communication that may be more suitable to achieve such result.
 - Frequency and length of such sessions needs to be reasonable and age-appropriate not to overwhelm participants.
 - The session leader is to maintain control of the meeting also by setting ground rules and managing the session.
 - When discussing confidential matters, participants should be included on a needs basis, and ethical standards are to be maintained.
- Official channels are the most secure online environments:
 - These allow the organisation to establish tailor-made parameters, settings, safety monitoring mechanisms and access when necessary, leaving a trail of what is being communicated that can be easily accessible should an issue arise.
 - Only email addresses provided by the school/educational service provider should be used for official purposes. This intrinsically means that educators' personal information is kept private and no telephone numbers, passwords and personal email addresses should be exchanged with students and parents.
 - Most schools have their online management information system (MIS) and portal. These often allow specific features such as chat channels, and repositories for uploaded material by professionals and students, if enabled by the developer as instructed by the school management. Wherever these are available, they should be the tool of choice for practitioners.
 - Each may have limitations. Other online tools offer varied opportunities with different levels of security. Below are a few suggestions:
 - Video Conferencing & more:
 - Licensed tools offer degrees of security:
 - [Microsoft Teams](#) available to all those having an Office 365 licence gives users all functionality.
 - Other closed environments are available, also in free versions with diverse restrictions. [Webex](#), [Zoom.us](#), [Google Hangouts](#) are three such platforms².
 - Social media such as Messenger, WhatsApp and others are very popular and may be convenient to use as many are already accustomed to them. However, their use should be highly

² Users should pay particular attention to security and privacy policies, especially of unfamiliar platforms. For instance, in the case of Zoom, it is important to set passwords on the virtual room to avoid hacking attacks. See: https://blog.zoom.us/wordpress/2020/03/20/keep-uninvited-guests-out-of-your-zoom-event/?fbclid=IwAR1sfY1u35gz766ul41D_1Kk1laFXKfclVvrVc2-tUVY6rAaAp-Uq8gTr6c and https://krebsonsecurity.com/2020/04/war-dialing-tool-exposes-zooms-password-problems/?fbclid=IwAR0U2LULVZ4wylLvrAjuH3sc7ypxoE_T7iGNHUG3B50AFrfiAQjd94E_yVI

restricted and should be replaced by use of official channels. Facebook, Instagram and similar platforms are not meant for formal education and must be avoided. Practitioners are encouraged to become informed about the facilities their online management offers regarding chat features even on a one-to-one basis.

- Virtual Learning Environments:
 - Certain MISs offer virtual learning environments.
 - Other online platforms such as [Edmodo](#), may prove as valid alternatives.
- With the required flexibility, whole-school approaches help:
 - FAQs outlining how the specific school is operating are useful. These may include a step-by-step guide on how to access the online learning tools and curriculum materials uploaded by teachers and learners.
 - Log-in details and passwords to access the different online tools need to be retained. Younger or more vulnerable learners may need assistance by their families or other significant adults. Technical support may be sought from and provided by School IT personnel.
- A spin off to online learning is that ethical skills learnt online will be equally beneficial in the physical world. One such example is turn taking in online meetings.
- Reviewing work and providing feedback:
 - Is both essential and demanding. Expectations need to remain realistic.
 - Feedback must be specific to the outcome that the educator is aiming towards. For instance, if s/he is teaching a particular grammatical point, the feedback would be on that specific point not on each and every detail. Whilst acknowledging differing needs, the same guiding principle should generally apply to all other practitioners' use of online tools.
 - Adequately laid out worksheets for learners may be converted to PDF (Office and other applications, as well as online tools allow this conversion, such as: [I♥PDF](#)) allowing spaces where learners may type in their answers/workings. The student can either return the work to their teacher via email, or upload it on any of the online repositories mentioned earlier (or others). Feedback may be given through comments on the same document.
 - Self-correcting quizzes (in multiple-choice format) may ease the workload whilst keeping the teacher informed and in control of the process. [Kahoot](#), [Quizizz](#) are two online tools offering this feature.
 - [Microsoft Forms](#) offers great flexibility. This tool allows automatically corrected questions like multiple choice, matching, true or false and short

answer, but it also allows open answer replies in paragraph format which may only be corrected by the educator. Mathematical tools are also integrated. Furthermore, it is enabled with *Immersive Reader*³ (assistive technology that reads out text in different languages, changes the background colour to enhance readability etc.) particularly beneficial for dyslexic students.

- [Padlet](#) is a repository and sharing facility, which allows participants to upload work in the form of photos, scanned documents and through Google drive.
 - [Google Docs](#) or [Google Slides](#) are other powerful tools offering various possibilities, notably collaboration between students (and colleagues) as they work on project work. Feedback may be provided through comments. Design tools such as [CANVA](#) may aid in further enhancing products.
- Practitioners who are unfamiliar with tools are to seek assistance from their school's designated officials, or the Secretariat for Catholic Education. They are to be reminded that inadequate use of these tools may lead to data leakages and data, security, confidentiality breaches, with all related consequences.
 - In the cases where teachers choose to conduct online sessions (recorded or otherwise), distractions in the physical setting should be kept to a minimum to maximise student engagement in learning. Dress code should also reflect the practitioners' professionalism. Whilst acknowledging the context and limitations there may be, implementing these provisions is not only a sign of professionalism, but one of respect.

THE MANAGEMENT

Educators, Psychosocial Professionals and designated Leaders/Managers need to consider the management of online learning. These are useful practices which may be gradually established over time (not all at once as they would be counterproductive):

- All applicable legislations remain in force and need to be adhered to even in the virtual world. This includes data protection regulations, which for Church Schools are contained in the [General Decree for the Protection of Data \(GDPD\)](#).
- Parental and learner consent are needed for online instruction and/or communication with psychosocial professionals. Explicit information should include the name of the professional, type of communication (email, chat, video conference), specific media

³ More information and guidelines may be acquired from this link: <https://wke.lt/w/s/OZPQcu>

tool to be used and frequency (random or by appointment) as applicable. Explicit, informed and affirmative response through an email-reply also implies such consent.

- Counselling and interventions should not be an automatic fall back and should only be considered when it is the safest option for clients and the therapeutic framework. (MACP Guidelines reproduced in Appendix I).
- Practitioners need to allow time even for the management of online learning / work as it is time-consuming to setup, monitor and follow-up.
- Schools should identify families who may be digitally limited and isolated, possibly with no Wi-Fi (also through Psychosocial Professionals) and explore arrangements that may be made to assist. For instance, internet keys may be purchased to provide mobile hotspots.
- Students with special educational needs have the right for access to education and may need specific accommodations.
- Leaders/Managers should:
 - Provide support to practitioners and community members:
 - Create/indicate opportunities for the upskilling of the different skill sets needed for online education;
 - Technical support at organisational level for both infrastructural issues and specific tasks through IT Technicians and Digital champions;
 - Seek support at sectoral or national level when required.
 - Remember that different professionals have diverse competence needs (seeking services from SfCE to support and/or train as required).
 - Devise monitoring systems of online learning. This may also be done by following selected (even one) student per grade and mapping his/her path throughout the day as different tools and media are being navigated. Information about this may also be sought from practitioners. This would provide feedback to any adjustments that need to be carried out.
- Clear expectations when participants need to be logged aid in establishing working parameters for online education. The establishment of daily schedules is beneficial for a variety of reasons; besides professional accountability, there may not be enough laptops available for all members of the family and excessive screen time is to be avoided due to mental health considerations for all (the right to disconnect is to be upheld). Schools may choose to establish 2 check-in times: a morning meeting and an afternoon check-in to allow flexibility for families in using digital means.

WHEN CONCERNS & DISCLOSURES ARISE

- Practitioners are encouraged to report any instances where students or parents make inappropriate comments that offend their professionalism, to their respective Head of School (or Service Manager in the case of SfCE practitioners as applicable).
- Inappropriate online behaviour, cyber bullying or any kind of cybercrime witnessed is to be reported through the appropriate channels as outlined by the school's procedures. In case of difficulty consult with the Head of School (or Service Manager in the case of SfCE practitioners as applicable).
- The same safeguarding procedures deployed in the physical world need to be applied if concerns or disclosures arise in online service provision. Hence practitioners should consult the respective DSO (Designated Safeguarding Officer), who would in turn liaise with the Head of the institution and/or Secretariat officials as applicable.

For further details consult the *Safeguarding Children in Schools* (2019).

Services include: [Kellimni.com](https://www.kellimni.com), [Appogg 179](https://www.appogg.com) and [Police Cyber Crime Unit](https://www.police.uk).

Appendix I – Counselling and Psychology Guidelines during COVID-19

Below is a reproduction of a communication issued by MACP:

Counselling and Psychology Guidelines regarding the ongoing COVID-19 situation in the Maltese Islands

We would like to suggest to Counsellors and Psychologists to put in place a backup plan for their clients currently undergoing therapy. Before postponing counselling sessions and psychological interventions, professionals should explore whether they might be able to offer therapy through online video-calling software. In times like these that could provoke distress, anxiety, depression or a myriad of other psychological issues, counselling is even more beneficial and may be essential to clients.

Having said that, kindly note that online Counselling and interventions should not be an automatic fall back and should only be considered when it is the safest option for clients and the therapeutic framework. Below are a number of factors that need to be taken into consideration:

- Domestication with technology
- Ethical principals are to be safeguarded
- Availability of a safe and private room to adequately offer counselling/psychological intervention sessions, both for professionals and clients
- The issue is discussed with the supervisor – not all cases may be safe to be carried out through online counselling/interventions.

One must ensure that the online counselling/interventions or other alternatives are only a temporary solution until situation restores to normality and the original therapeutic framework is safely restored.

For more information, we recommend the [BACP's guidelines for Online Counselling](#)⁴.

⁴ <https://www.bacp.co.uk/media/2162/bacp-working-online-supplementary-guidance-gpia047.pdf>

Appendiċi II – Formola ta' Kunsens għal Tagħlim Online

Għeżież ġenituri/gwardjani legali,

L-iskola taħdem biex jiġi żgurat tagħlim online li hu sikur għall-istudenti u l-edukaturi tagħha. Filwaqt li tassigura l-isforzi tagħha biex tiżgura l-aderenza għal-leġiżlazzjoni, inkluż id-Digriet Ġenerali fuq il-Protezzjoni tad-Data (GDPD), intom mistednin biex tesprimu l-kunsens informat tagħkom biex uliedkom jippartecipaw f'attivitajiet ta' tagħlim online organizzati mill-iskola.

Isem u Kunjom l-Istudent/a:	<input type="text"/>	
Isem u Kunjom il-Ġenitur/Gwardjan Legali 1:	<input type="text"/>	
Isem u Kunjomi il-Ġenitur/Gwardjan Legali 2:	<input type="text"/>	
Jien nagħti l-kunsens tiegħi biex ibni/binti:		
J/taċċessa materjal online provdut mill-edukaturi tal-iskola fuq pjattaformi online.	Iva <input type="checkbox"/>	Le <input type="checkbox"/>
J/tirċievi komunikazzjoni elettronika mill-edukaturi tal-iskola.	Iva <input type="checkbox"/>	Le <input type="checkbox"/>
J/tipparteċipa f'sessjonijiet ta' chatting f'ħin reali.	Iva <input type="checkbox"/>	Le <input type="checkbox"/>
J/tipparteċipa f'sessjonijiet awdjo-vidjo f'ħin reali.	Iva <input type="checkbox"/>	Le <input type="checkbox"/>
Nifhem li dan kollu msemmi hawn fuq qed isir fid-diskrezzjoni professjonali tal-edukaturi hekk kif iggwidati mill-iskola.	Iva <input type="checkbox"/>	Le <input type="checkbox"/>
Nifhem li l-materjal imtella' hu proprjetà tal-edukaturi u jista' jintuża biss kif indikat minnhom.	Iva <input type="checkbox"/>	Le <input type="checkbox"/>
Nifhem li l-irrekordjar u/jew qsim ta' materjal online (inkluż screenshots) mhumiex permessibbli hlief f'każ ta' kunsens bil-miktub mingħand l-edukaturi.	Iva <input type="checkbox"/>	Le <input type="checkbox"/>
Nifhem li kull użu mhux xieraq ta' teknoloġija online jista' jhalli konsegwenzi serji. Leġiżlazzjonijiet applikabbli jkunu infurzati.	Iva <input type="checkbox"/>	Le <input type="checkbox"/>
Jien nagħti l-kunsens tiegħi li din il-formola tinzamm u tiġi proċessata f'konformità mad-Digriet Ġenerali fuq il-Protezzjoni tad-Data (GDPD) u bi qbil ma' Artiklu 91 tar-Regolament Ġenerali tal-Protezzjoni tad-Data (GDPR), li tippermetti għal Awto-Regolazzjoni.	Iva <input type="checkbox"/>	Le <input type="checkbox"/>
<i>Il-GDPD jista' jiġi aċċessat minn:</i> http://thechurchinmalta.org/files/page/GDPD.15348463124.pdf		
<input type="text"/>	<input type="text"/>	
Firma	Firma	
Ġenitur/Gwardjan Legali 1	Ġenitur/ Gwardjan Legali 2	

Appendix II – Consent Form for Online Learning

Dear parent/legal guardian,

The school strives to ensure a safe physical and online learning environment for learners entrusted to it and its practitioners. Whilst reassuring of its efforts to ensure adherence to legislation, including the General Decree on the Protection of Data (GDPD), you are invited to express your informed consent for your son/daughter to participate in online learning activities organised by the school.

Name and Surname of Student:	<input type="text"/>
Name and Surname of Parent/Legal Guardian 1:	<input type="text"/>
Name and Surname of Parent/Legal Guardian 2:	<input type="text"/>
I give my consent for my son/daughter to:	
Access online material made available by the school's practitioners on official platforms.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Receive electronic communication from the school's practitioners.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Engage in real-time chat sessions.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Engage in real-time audio video sessions.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I understand that the above is at the professional discretion of the practitioner guided by the school	Yes <input type="checkbox"/> No <input type="checkbox"/>
I understand that uploaded material is property of the practitioner and may only be used as s/he indicates.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I understand that recording and/or sharing of online material (including screenshots) are not permissible unless with prior written consent from the practitioner.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I understand that any inappropriate use of online technology may have serious consequences. Applicable legislations apply and shall be enforced.	Yes <input type="checkbox"/> No <input type="checkbox"/>
I consent that this form is stored and processed in conformity with the General Decree on the Protection of Data (GDPD), in accordance to Article 91 of the General Data Protection Regulation (GDPR), which allows for Self-Regulation.	Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>The GDPD may be accessed from:</i> http://thechurchinmalta.org/files/page/GDPD.15348463124.pdf	
<input type="text"/>	<input type="text"/>
Signature	Signature
Parent/Legal Guardian 1	Parent/Legal Guardian 2

Appendiċi III – Formola ta' Kunsens għal Servizzi Psikosoċjali mibgħuta mill-Iskola

Għażiż ġenitur/gwardjan legali,

Ibnek/bintek j/tibbenefika mill-bidu / mit-tkomplija (aqta' skont kif japplika għalik) ta' dan is-servizz psikosoċjali: _____ . Is-Sur/Sa _____, il-professionist psikosoċjali speċifiku assenjat fl-iskola, ġentilment għandu/ha bżonn il-kunsens tiegħek f'dan li ġej biex j/tikkuntattja lil ibnek/bintek:

Isem u Kunjom l-Istudent/a: _____

Isem u Kunjom il-Ġenitur/Gwardjan Legali 1: _____

Isem u Kunjom il-Ġenitur/Gwardjan Legali 2: _____

Jien nagħti l-kunsens lill-professionist/a identifikat/a biex j/tikkuntattja lil ibni/binti permezz ta':

Il-modi ta' komunikazzjoni li jistgħu jintużaw iridu jkunu identifikati mill-ġenitur/gwardjan legali billi jiġu mmarkati l-kaxxi applikabbi li hawn fil-ġenb.

Telefown	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>
Chatting Online	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>
Email	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>
Mezzi Awdjo Vidjo	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>

Nifhem li l-professionist psikosoċjali msemmi hawn fuq se jfittex direttament aktar kunsens jekk is-servizz irid jibqa' jinżamm.

Iva Le

Nifhem li l-professionisti psikosoċjali huma marbuta bi standards etiċi fosthom bil-kunfidenzjalità sakemm ma jkunux ipprezentati b'riskju ta' ħsara għal ħaddieħor jew għall-istudent innifsu.

Iva Le

Jien nagħti l-kunsens tiegħi li din il-formola tinżamm u tiġi proċessata f'konformità mad-Digriet Ġenerali fuq il-Protezzjoni tad-Data (GDPD) u bi qbil ma' Artiklu 91 tar-Regolament Ġenerali tal-Protezzjoni tad-Data (GDPR), li tippermetti għal Awto-Regolazzjoni.

Iva Le

Il-GDPD jista' jiġi aċċessat minn:

<http://thechurchinmalta.org/files/page/GDPD.15348463124.pdf>

Firma

Ġenitur/Gwardjan Legali 1

Firma

Ġenitur/Gwardjan Legali 2

Appendix III – Consent Form for Remote Psychosocial Services sent from School

Dear parent/legal guardian,

Your son/daughter would benefit from initiation / continuation (*delete as appropriate*) of the following psychosocial service: _____. Mr/Ms _____, the specific psychosocial professional assigned to our school, kindly requires your consent to contact with your son / daughter through the following:

Name and Surname of Student: _____

Name and Surname of Parent/Legal Guardian 1: _____

Name and Surname of Parent/Legal Guardian 2: _____

I give my consent to the identified psychosocial professional to contact my son/daughter through:

The mode/s of communication that may be adopted are to be identified by the parent/legal guardian in the applicable adjacent ticking boxes.

Telephone Yes No

Online Chat Yes No

Email Yes No

Audio Video Channels Yes No

I understand that the above psychosocial professional will directly seek further consent if the service needs to be sustained. Yes No

I understand that psychosocial professionals are bound by ethical standards amongst which confidentiality unless when presented with risk of harm to self or harm to others. Yes No

I consent that this form is stored and processed in conformity with the General Decree on the Protection of Data (GDPD), in accordance to Article 91 of the General Data Protection Regulation (GDPR), which allows for Self-Regulation. *The GDPD may be accessed from:*
<http://thechurchinmalta.org/files/page/GDPD.15348463124.pdf> Yes No

Signature

Parent/Legal Guardian 1

Signature

Parent/Legal Guardian 2

Appendiċi IV – Formola ta' Kunsens għal Servizzi Psikosoċjali Remoti mibgħuta mill-Professjonist

Għażiż ġenitur/gwardjan legali,

Jien nirrikonoxxi u napprezza l-kunsens tiegħek biex nikkomunika direttament ma' ibnek/bintek (*aqta' skont kif japplika għalik*). Bil-kunsens tiegħek, jien se nkun qed nipprovdi servizz psikosoċjali speċifiku fi ħdan il-parametri li ġejjin (*ġenitur/gwardjan legali ġentilment mitlub jimla l-vojt.*):

Isem u Kunjom l-Istudent:

Isem u Kunjom il-Ġenitur/Gwardjan Legali 1:

Isem u Kunjom il-Ġenitur/Gwardjan Legali 2:

Kif ikolli l-kunsens tiegħek, jien se nikkomunika ma' ibnek/bintek biex niprovdi s-servizz psikosoċjali li hemm bżonn permezz ta':

Is-servizz psikosoċjali speċifiku:

Hawn fuq ikteb it-tip ta' servizz.

Il-modi u l-frekwenza tal-kuntatt li jistgħu jiġu użati jridu jkunu identifikati mill-professjonist psikosoċjali billi jkunu mmarkati l-kaxxi applikabbli li hawn fil-ġenb.

Il-ġenituri/gwardjani legali jistgħu jindikaw il-preferenza tagħhom fit-tieni paġna ta' din il-formola.

Telefown	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>
Chatting Online	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>
Email	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>
Mezzi awdjo vidjo	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>
B'appuntament	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>
Darba fil-ġimgħa	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>
F'rispons għat-talba tal-istudent/a	Iva	<input type="checkbox"/>	Le	<input type="checkbox"/>

Fejn hu applikabbli, kull sessjoni/kuntatt ma jaqbiżx l-40 / 60 minuta.

Barra minn hekk, se jkun applikat dan li ġej:

- Il-ġenitur/gwardjan legali se jkun avżat minn qabel bid-data u l-ħin tal-kuntatt li se jsir mal-professjonist psikosoċjali.
- Waqt il-kuntatt, ġenitur/gwardjan legali jew adult ta' fiduċja tal-ġenitur/gwardjan legali se jkun preżenti fl-istess indirizz fejn ikun l-istudent.
- Waqt il-kuntatt, l-istudent ikun f'post għall-kwiet u privat biex tkun irrispettata l-kunfidenzjalità.
- Waqt il-kuntatt, jekk ikun hemm bżonn, l-istudent l-aħjar juża l-head/earphones.
- Ma tista' ssir ebda forma ta' rekordjar tas-sessjoni (awdjo u/jew vidjo) la mill-istudent/familja jew kwalunkwe persuna oħra. Dan jista' jsir biss għal għanijiet ta' protezzjoni mill-professjonist psikosoċjali b'kunsens minn qabel mill-partecipanti.
- Mhux permess li jkun hemm tixrid tal-kuntatt inkluż chat logs jew korrispondenza bl-email.

Biex ikun provdut servizz professjonali u sikur, il-professjonist psikosoċjali għandu bżonn dettalji ta':

- L-indirizz fejn se j/tkun l-istudent/a meta ssir il-komunikazzjoni miegħu/magħha:

- In-numru/i tat-telefown tal-ġenitur/gwardjan legali jew tal-adult ta' fiduċja li se jkun qiegħed fl-indirizz fil-ħin meta ssir il-komunikazzjoni:

- Numru tat-telefown jew mowbajl f'każ ta' emerġenza:

Nifhem li l-professjonisti psikosoċjali huma marbuta bi standards etiċi fosthom bil-kunfidenzjalità sakemm ma jkunux ipprezentati b'riskju ta' ħsara għal ħaddieħor jew għall-istudent innifsu.

Yes No

Kummenti oħra mill-professjonist psikosoċjali:

Kummenti oħra mill-ġenitur/gwardjan legali:

Jien nagħti l-kunsens tiegħi li din il-formola tinzamm u tiġi proċessata f'konformità mad-Digriet Ġenerali fuq il-Protezzjoni tad-Data (GDPD) u bi qbil ma' Artiklu 91 tar-Regolament Ġenerali tal-Protezzjoni tad-Data (GDPR), li tippermetti għal Awto-Regolazzjoni.

Iva Le

Il-GDPD jista' jiġi aċċessat minn:

<http://thechurchinmalta.org/files/page/GDPD.15348463124.pdf>

Firma

Ġenitur/Gwardjan Legali 1

Firma

Ġenitur/Gwardjan Legali 2

Appendix IV – Consent Form for Remote Psychosocial Services sent from Professional

Dear parent/legal guardian,

I acknowledge and appreciate your consent to communicate directly with your son/daughter (*delete as applicable*). With your consent, I will be providing the specific psychosocial service within the following parameters (*parent/legal guardian is to kindly fill applicable spaces.*):

Name and Surname of Student:

Name and Surname of Parent/Legal Guardian 1:

Name and Surname of Parent/Legal Guardian 2:

Upon your consent, I shall sustain communication with son/daughter to provide the required psychosocial service through:

The specific psychosocial service:

Insert type of service above.

The mode/s and frequency of the contact that may be adopted are to be identified by the psychosocial professional in the applicable adjacent ticking boxes.

Parents/legal guardians may indicate their preference in the space provided on Page 2 of this Form.

Telephone Yes No

Online Chat Yes No

Email Yes No

Audio Video Channels Yes No

By appointment Yes No

Once a week Yes No

In response to the student's demand Yes No

Where applicable, every session/contact will not exceed 40 / 60 minutes.

Moreover, the following will apply accordingly:

- The parent/legal guardian will be notified in advance about the date and time of the psychosocial professional's contact.
- During the contact, a parent/legal guardian or significant adult trusted by the latter will be present at the student's same address.
- During the contact, the student will have an adequately quiet and private space that respects confidentiality.
- During the contact, and if applicable, the student would best make use of head/earphones.
- Any form of recording (audio and/or video) of the session by the student/family or any person is not allowed. This may only be done for safeguarding purposes by the psychosocial professional with the prior consent of participants.
- Sharing of contact including chat logs and email threads is strictly not allowed.

To provide a safe and professional service, the psychosocial professional needs to be given details of:

- The address where the student is when the communication is made with them:

- The contact number/s of the parent/legal guardian or trusted significant adult who will be in that address at the time of communication:

- An emergency contact number:

I understand that psychosocial professionals are bound by ethical standards amongst which confidentiality unless when presented with risk of harm to self or harm to others.

Yes No

Any other comment/remark by psychosocial professional:

Any other comment/remark by parent/legal guardian:

I consent that this form is stored and processed in conformity with the General Decree on the Protection of Data (GDPD), in accordance to Article 91 of the General Data Protection Regulation (GDPR), which allows for Self-Regulation.

Yes No

The GDPD may be accessed on:

<http://thechurchinmalta.org/files/page/GDPD.15348463124.pdf>

Signature

Parent/Legal Guardian 1

Signature

Parent/Legal Guardian 2

General tips on learning/working from home that help to preserve mental well-being:

- Take regular breaks
- Make time to exercise
- Set daily and weekly goals
- Keep to a regular sleep schedule
- Limit distractions while working (turn off social media/messaging notifications)
- Make time to socialise even virtually
- **Preserve your right to disconnect**

CONTRIBUTORS & SOURCES

Andrew Azzopardi

Angela Charles

Ian Mifsud

Marjoe Abela

Roberta Trapani Maggi

The Psychosocial Team

Traduzzjonijiet għall-Malti – Claire Zerafa

<https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools/>

<https://www.iste.org/explore/10-strategies-online-learning-during-coronavirus-outbreak>