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education

Safeguarding Principles & Procedures for Remote Learning and Pupil Contact

(Phone contact - recorded lessons – Live-streaming)

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Context

This document has been established to support the expectations from the DfE that, where an individual, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, CCE schools will have the capacity to offer immediate remote education and have a strong contingency plan in place for remote education provision ready for use. This will predominantly consist of pre-recorded sessions delivered to pupils on the school's preferred platform.

Background – synchronous vs asynchronous learning

Remote learning can:

- take place more independently at different points in time, based on the learner's wishes or home circumstances (**asynchronous**).
- take place with multiple learners and teachers at the same time, usually online (**synchronous**).

Asynchronous approaches provide greater flexibility and can be easier for parents/carers and learners to manage at home, so this will be the main approach considered by CCE schools when organising remote learning.

Synchronous approaches such as 'live' streaming may be practical and appropriate in certain circumstances, particularly in support of learner engagement and well-being. Synchronous or 'live streaming' lessons with learners can also be very useful for keeping in contact with learners. Sessions of this nature must be agreed with the setting's Head of School, and a clear rationale must be shared to support this choice of delivery. All staff engaging in live streaming must have full regard to appropriate safeguarding guidance. The protocols outlined in this document, CCE's code of conduct and acceptable use policy must be understood and adhered to.

CCE schools have access to a range of online learning tools such as Microsoft Office 365, which uses Microsoft Teams. This platform can provide an interactive experience and an opportunity to collaborate and engage in a safe and accessible way with pupils. When using this platform, staff must ensure that they use a school device and due regard will be given to the considerations outlined in this guidance; this is to promote the protection and safeguarding of staff and pupils when engaging with remote learning. Full terms are set out later in the document.

Key principles – Safeguarding at the core

- a. Safeguarding and welfare of learners is paramount and takes precedence over all other considerations.
- b. At all times, CCE staff should continue to follow the safeguarding and child protection policy and the supporting addendum. All issues relating to online safeguarding should be dealt with in the same way as face-to-face teaching.
- c. CCE's code of conduct and acceptable use policy should be adhered to at all times
- d. Policies and procedures for reporting incidents of misuse must be followed at all times. As outlined in KCSIE, teachers have a duty to report children at risk.
- e. If you have any safeguarding concerns about a child, you should discuss each incident or disclosure with the Designated Safeguarding Lead in your school, ensuring your concerns are recorded on My Concern/CPOMS and shared, in person, as soon as possible.
- f. If, for any reason, you cannot access the DSL, you should follow the advice set out in your safeguarding addendum, or contact Tamsin Parry or Stuart Renshaw.

Key considerations – Safe practice when recording or live-streaming

Careful planning

Planning has been critical to ensure a safe and successful recorded or live-streamed lesson. As CCE staff, we must adhere to the following:

- a. Consider the purpose, benefits and limitations of the lesson, especially in the circumstances of a live streamed lesson.
- b. Consider if an alternative method is more appropriate, e.g. if a demonstration is planned, perhaps a screen recording may be more suitable than livestreaming.
- c. Consider availability of learners, e.g. will all learners be available, will some need to join or leave at different times?
- d. Ensure the length of recorded and live-streamed lessons are appropriate for your learners.
- e. Consider the availability/strength of each learner's network connection and take steps to provide the best possible conditions for stable connectivity.
- f. Ensure the lesson is planned in advance and sufficient notice is given to learners and parents/carers, as required.
- g. Ensure your school leaders know your timetable of recorded lessons and seek authorisation for any livestreamed sessions.
- h. A record should be kept of any livestreamed sessions, using the appendix below.
- i. Check that all shared content is appropriate and, for any tasks requiring online research, check the suitability of the websites prior to the lesson.
- j. You should ensure that all learners have access to software applications required and know passwords for access.
- k. Be mindful that, if the lesson includes tasks, some learners may require more time and support than others.
- l. Ensure appropriate use agreements are in place for all learners involved in livestreamed lessons. The agreement will set out clear expectations from all parties and identify actions that will be taken if the agreement is broken (refer to the example agreement for use with online lessons below- Appendix 2).
- m. Familiarise yourself with features of your chosen platform, i.e. Microsoft Teams, and how to use the system effectively.

Location and camera settings

It is essential you consider your location and camera settings carefully to maintain a professional and responsible disposition at all times. CCE staff must:

- a. Choose a neutral location that is appropriate and safe. Ensure you choose a suitable room to record or stream from; blur your background display, where possible, and encourage pupils to do this too.
- b. Consider, carefully, what is in view of the camera, i.e. check that the background is professional and does not contain images or information that could be deemed inappropriate.
- c. Reduce the possibility of the lessons/recordings being interrupted by their own household members or pets.
- d. Be mindful that not all learners will want to switch their camera on – you should make turning the camera 'on' optional.
- e. Encourage learners to work from a suitable shared home location where they feel comfortable, preferably accompanied by their parent/carer.
- g. Ensure that the teacher is the only visible person for any recorded or 'livestreamed' sessions.

Professional conduct

Any recordings and livestreaming should be undertaken on a voluntary basis. During any recording or livestream, staff should continue to work in the same professional manner as they would in the classroom.

Teachers and support staff should undertake the following:

- a. Adhere to professional standards of dress when in front of the camera.
- b. Best practice recommends that there is always at least two members of teaching staff online or present in the room during any live-streamed lesson.
3. Requested 1:1 sessions that are authorised must be undertaken with 2 staff members present.
- d. Be conscious that, in an online environment, remarks are being heard by a number of learners and could be easily misconstrued.
- e. Ensure that you end the session for all participants, ensuring learners are not left alone and unsupervised in a session the teacher has left live.
- f. Be mindful of the need for confidentiality; especially if you are recording or live-streaming a lesson from a venue where other adults or children are present.

Recording live-streaming sessions

There is a recording facility available in Microsoft Teams. Your school's senior management team will need to authorise the recording of live-streamed sessions. As a live-stream recording constitutes personal data, you must comply with CCE's data protection policies and GDPR regulations. If you intend on recording a lesson to share with learners at a later date, this should be done without learners being present or participating in the recording. Please note: recordings must not be used for teacher evaluation purposes.

Learners' behaviour

When working with children and young people, you should clearly set out acceptable behaviours and expectations at the beginning of each session.

Staff must undertake the following:

- a. Clearly communicate that a 'classroom standard' of behaviour is expected from all attendees.
- b. Establish expectations from the outset.
- c. Create and agree clear ground rules and standards of behaviour based on the school's behaviour management policy.
- d. Explain the expectations at the introduction of the session, e.g. when pupils will speak, how to ask a question or ask for help. If this is the first time that lessons are delivered online, it may take some time in becoming familiar with the new environment. Use of the chat function will allow for structured engagement with attendees. Explain, explicitly, that private chats are prohibited.
- e. Continue to remind learners about agreed rules at the start of each session (**Appendix 2**). Pupils should be encouraged to raise any concerns they have with the staff member.

Contacting pupils, and their families, by phone

Phone calls remain a primary method of communication when families are isolating at home. CCE staff members phoning to talk to a pupil, should:

- Make contact by calling parents' phones only (unless this poses a safeguarding risk).
- Call in school hours, wherever possible.
- Ensure that SLT are aware of the calls you are making and keep a record of the date, time and a short summary of each call on My Concern
- Have a parent present at the child's end; you may wish to share the conversation on speaker phone.
- Never call from a personal phone where your number is visible. Wherever possible, always call from a school phone or withhold your number from any other device
- Inform parents/carers of the time you'll be calling if you're withholding your number, so they are more likely to answer.
- If possible, have another member of staff present for the call.

Appendix 1

Frequently asked questions

- 1. When live-streaming, or participating in a 1:1 exchange, what do I do if a learner joins the class from an inappropriate location?**

Ideally, learners would log into the class from a public area in their home. In some circumstances, this may place an unreasonable burden on family spaces. Staff should assess each situation and discuss with their DSL/Head of School if they are uncomfortable with the location(s) learners are logging in from.

- 2. A learner speaks or behaves inappropriately in a live-streaming lesson – how do I react?**

All the normal standards of behaviour apply in the online classroom. Although learners will not be in a classroom environment, where possible, issues should be dealt with in the same way as they would have been if the incident had taken place in a normal classroom environment. Seek advice from your school's senior leadership team, if required.

- 3. A learner shares something inappropriate on their screen – what do I do?**

Teachers can remove learners if behaving inappropriately. To remove someone, open the participant list and click the X beside the name of the person you want to remove. If something inappropriate is shared on the screen, teachers should end the session as soon as possible and raise the issue with the DSL. All learners in the room can then be contacted as soon as possible after the event to inform them of what happened and what the arrangements are for future sessions. Staff members must write a full account and record concerns in the usual way on CPOMS/My Concern. Contact should be made with parents/carers to discuss the event and compliance required in future sessions.

- 4. What do I do if learners log on to the lesson dressed inappropriately?**

This should be dealt with in the same way as it would be face-to-face in a classroom setting. Parents and pupils should be reminded of the compliance that was agreed by them in Appendix 2.

- 5. A learner asks for a one-to-one online chat about a serious issue that is concerning them; what is the protocol for that?**

Where a learner needs to discuss a serious issue, an arrangement can be made for another time online where two members of staff are present in the meeting. If a learner refuses to have another person present, then the teacher must refer the matter to the DSL immediately who will respond in a timely manner. Any concerns you have about the said child's wellbeing, appearance or demeanour should be shared and recorded immediately.

Appendix 2

Live-streamed Lesson Compliance Checklist for Staff

Staff members agree to use the following checklist for the delivery of each live-streamed session:

Date of online delivery:		
Teacher delivering:		
Session timings:		
	Tick when complete	Comments
Notify the school's senior management team, learners and parents/carers of any scheduled lessons, cancelled lessons or changes in arrangements.		
A register of pupils is taken and recorded.		
Discuss roles, responsibilities & expectations with learners at the beginning of all lessons.		
Prevent a one-to-one situation at the end of an online class by disconnecting all participants from Teams at the close of the lesson		
Ensure that delivery was compliant with all relevant policies and procedures, including online safety, acceptable use, safeguarding and data protection policies		
Evaluate whether any reporting is needed on My Concern/CPOMS and, as a result, contact is needed with the DSL.		

Live-Streamed Lesson Compliance for Pupils, Parents & Carers.

We are asking that parents/carers support their children to:

1) Be punctual for all online lessons	
2) Ensure that links sent to access any recorded or livestreamed content are kept secure and confidential	
3) Wherever possible, support their child to access relevant files for each lesson in advance of the session	
4) Make sure pupils are equipped with power adaptors and electrical devices ready before the lesson begins	
5) Show respect for everyone in the online classroom	
6) Dress appropriately for all classes, considering respect for others	
7) Ensure the location your child logs in from is appropriate, i.e. give consideration to background, camera angle, privacy, etc.	
8) To contribute to the online session in a positive manner and not to be disruptive.	
9) Strictly abstain from sharing and images or recordings of the online session	
10) Ensure that children do not access private chats with other pupils.	

My child and I have read and understood the statements above. As the parent of

(name of child).....

Class.....

I am signing to agree that I will support my child to adhere to the guidelines throughout their remote learning experience.

Signed (parent/carers).....

Date