

# Unity Education Trust

## Remote Learning January 2021



## Online Safety and practice during Remote Learning

### Rationale

Keeping pupils and teachers safe during lockdown and remote education is essential.

All of our principles, practice and responsibility for safeguarding remain the same. Keeping Children Safe in Education is still applicable but additional considerations must be made to adapt practice when engaging in remote education.

### Reporting safeguarding concerns

- It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education.
- Our use of CPOMS as an electronic reporting tool should be used where and whenever a member of staff is concerned about a child's safety during this time of lockdown.
- Concerns may arise for example, during remote learning sessions, during weekly (or more regular) catch-up/feedback sessions with young people, in the work they submit, emails, or in face to face provision
- Schools should consider referring teachers, parents and carers to the practical support that's available for reporting harmful or upsetting content as well as bullying and online abuse.

### Links which may be useful are:

<https://coronavirus.lgfl.net/safeguarding#h.rtu38ow0vfbu> – Google Meet, Zoom and Microsoft teams settings links and advice

<https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online> - DfE guidance document

[Annex C – Online Safety - Keeping Children Safe in Education \(2020\) – p102 - 106](#) – DfE Statutory Safeguarding Guidance (2020).

### Harmful or upsetting content

- Schools need to be sure that all children and parents have been made aware of how to report harmful online content. E-safety is critical in the current environment.

- Regularly revisit in correspondence and communications the importance of online safety, and that parents and pupils know how to report harmful or upsetting content

Online safety posters for parents, pupils and staff (see attached pdf posters – can be shared via website or directly to parents – produced by the LGfL (links within DfE Guidance)

### **Bullying or abuse online**

- It is essential that staff are supporting children and staff to report any online bullying.
- Any platforms that are provided which allow any type of messaging between pupils need to be **fully** monitored and pupils need to be given and agree to rules on how they are used.

### **Communicating with parents, carers and pupils**

With provision for the majority of our children having to take place remotely due to coronavirus (COVID-19), it's important that we maintain professional practice as much as possible. When communicating online with parents and pupils, we should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible and if a personal device is used, this must be with the full knowledge of the Leadership Team
- advise all colleagues not to share personal information
- It is especially important for parents and carers to be aware of what their children are being asked to do, including sites they will be asked to use and school staff their child will interact with

Resources for parents/carers include:

- [support for parents and carers to keep children safe online](#), resources to help keep children safe from different risks online and where to go to find support and advice  
Guidance on [staying safe online](#) which includes information on security and privacy settings
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online
- [Net-aware](#) support for parents and carers from the NSPCC
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers

### **Our provision of online-lessons and 'live streaming'**

Throughout the Covid pandemic lockdowns, our staff are aware of how different teaching from home is from teaching in the classroom. We have had to find a quiet or private room or area to talk to pupils, parents or carers.

Key when sharing an online lesson or making a recording, is the consideration of what is in the background, or indeed to blur or to set an appropriate background (depending on the digital platform being used).

**When running live lessons online the following guidelines will support safe delivery and participation:**

- Consider recording all lessons and interactions online for safeguarding, please post the link afterwards on the page for students to refer back to, or for students who missed the live lesson or input. Ensure that parents and pupils are informed that you will be doing this.
- When setting up the video call, (platform permitting) please add a waiting room/lobby, so students cannot start the lesson without you.
- Please disable the share screen function.
- Ensure that the settings are changed so that everyone is muted on arrival and ensure that students only use the chat function **if you want them to**, so that they can ask questions.
- Ensure that you **remind students of these expectations at the start of each session** and that they are told that the lesson is being recorded.
- If anyone disrupts the lesson or shares their screen, they will be removed from the lesson and you should log the incident and contact home.

**Practical Tips to keep everyone safe:**

- Ensure the camera angle is straight ahead, stable and focused on head and shoulders. Ensure that there is a clear background/appropriate background behind you with no inappropriate or unwanted imagery.
- Ensure you will not be interrupted by other family members. We appreciate that this might be difficult.
- Ensure that your language is always professional and appropriate, this may include any other adults or children in the vicinity.
- Ensure you wear suitable clothing. Remember that you are visible at all times
- Be very clear about expectations of the session at the start- reminding students that they will be removed from the session if there is inappropriate behaviour
- Question students as usual, either asking them to respond verbally or in the chat function.
- **Change the view function to tiles, so that you can see all students at all times.** If possible, use an extended screen eg with google meet, Teams so you can see the chat at the same time as the presentation being shown to the pupils

Are parents clear that these are the guidelines we are working within and do they know what to do if they are uncomfortable with any practice?

**Providing pastoral care remotely for our pupils**

- Due to the lockdown in January 2021, the majority of pupils are required to remain at home. We can support through our communications, parents, carers and pupils to make a weekly plan or structure for their learning. Whilst government guidelines on the provision of the minimum hours of remote learning are being adhered to by Unity Education Trust schools, these plans should also include time for playing and relaxing to reduce stress and anxiety and support the mental health and wellbeing of our pupils.
- It is important that we support students to consider their mental health and wellbeing. Top tips for how to do this have been shared with students and are accessible from the BSCS Online Community pages.
- We are acutely aware that young people may find the separation from the routine from school and being isolated from their friends difficult. Our students will have had very different experiences of lockdown and will need support and care from us while they are at home and when they return.
- Our pastoral care for our students continues while we are apart and the conversations that students have with their tutor or key contact are an opportunity to share worries and anxieties or talk about something that is on their mind and want to talk.

- During lockdown, the provision of tutor group/class group or year group pastoral time via Google Meet, Zoom, enables staff to touch-base with students and affords an opportunity for them to ask any questions.
- [Public Health England's guidance for parents and carers](#) identifies that routines can give children and young people an increased feeling of safety in the context of uncertainty.
- We might want to consider whether one-to-one sessions could be appropriate in some circumstances (with the caveat of ensuring that all due safeguarding of the young person and member of staff online have been considered and undertaken).
- This may be particularly important in providing pastoral care support for pupils with special educational needs and disabilities (SEND).
- Discussion and approval by the senior leadership team to assess any risks is essential for the safe management of our support and communications and, for example, may involve including the parent/carer and/or additional staff member(s) in the call.

### **Supporting our Staff**

- As staff are working from home for some of the week, it is essential that school leadership teams, as they have throughout the pandemic, continue to support the wellbeing of staff and systems will need to be put in place to ensure they are supported. Staff should know how and when to access additional support.

### **Personal data and General Data Protection Regulation (GDPR)**

When managing personal data during this period of remote learning, all staff need to consider the following:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely
- ensuring that parents and pupils know when and how we will make and store any recordings of remote learning sessions.

### **Appendix 1**

#### **Examples of good practice in remote learning sessions**

To teach effectively online, we need to focus on both what and how we deliver the learning. Within a lesson, highlight when the further sessions are that week, so if they become stuck how they can access support and advice. All lessons should be recorded where possible for safeguarding and future reference.

#### Expectations of lesson environment

Greet students before reminding them to remove any distractions, for example switching off TVs and phones. Give students an overview of what equipment they require for the session. Ask students to blur their screens and switch off their microphones.

To avoid cognitive overload, pause any direct delivery when showing diagrams/text to allow the students to read the information in silence - students' working memory can be overwhelmed by a teacher explanation occurring at the same time as them reading any information.

Chunk explanations and pause your speech frequently when you:

1. Introduce something new
2. Move to a new step in a process
3. Have spoken for more than 1-2 minutes

The task(s) set can be self-differentiating by getting progressively more challenging. All students should be able to be successful at first, but tasks can get harder as the learner progresses. Students are able to receive feedback following their independent practice.

Staff are expected to set work that will provide an appropriate level of challenge by students across the ability range. Each subject will set work that will encourage more able students to extend their thinking. This could be in the form of a choice of tasks, some additional reading or some more creative work.

Have a mechanism to check that students have completed the work. Students could submit a photo for example.

Teachers will not be able to provide feedback on every piece of learning at home.

## **Appendix 2 Behaviour and Expectations**

- **Where possible on your digital platform**, please record all lessons and interactions online for safeguarding, please post the link afterwards on the page for students to refer back to or for students who missed the live lesson or input.
- When setting up the video call, please add a waiting room, so students cannot start the lesson without you.
- Please disable the share screen function.
- Ensure that change the settings so that everyone is muted on arrival and ensure that students only use the chat function if you want them to, so they can ask questions.
- Ensure that you remind students of these expectations at the start of each session and that they are told that the lesson is being recorded.
- If anyone disrupts the lesson or shares their screen, they are to be removed from the lesson and you should log the incident and contact home.

## **Appendix 3 Person Online Safety**

- Do not use / share any personal social media accounts, email addresses or phone numbers when contacting students. Always use your school school email account.
- Always follow the protocols within the ICT Acceptable Use Policy and Data Protection Policy.
- Always use the devices supplied by your school.
- Where your digital platform is able, please record all your 'live' sessions for safeguarding purposes, and you must tell all students this at the start of the sessions. Remember: **One to one video calling between one teacher and one student/child should never take place. This must be on a group basis.**
- If a pupil raises a concern during an online lesson, **they should be immediately referred to a Designated Safeguard Lead (DSL)**