**On-line teaching**

**If you do decide to use audio and video for real-time online teaching, here are some things you might want to consider to help safeguard staff and children:**

**Age**

Its important to consider the age of your children, both in terms of the age requirements of the service you are using, together with their ability to participate.

**Tutor**

* Tutors will need to create their account (e.g. Zoom) using their school email address.
* Make sure you use an appropriate image for your profile picture.
* Always present yourself as professionally in dress and manner as you would if you were giving face-to-face lesson: remember that while social media applications can encourage informality, you need to observe professional standards and the expectations of the school’s code of conduct.
* Tutors must only use the school email address to communicate with parents and must have an appropriate Video Communications username.
* Tutors must not share any personal information about yourself e.g. personal telephone number, email accounts, Facebook and other social media links.
* Tutors should only contact students via their parent/carers email address.

**Consent**

* Parents and carers should receive an **Online Learning Consent Form** which they will agree to before online lessons with their children can commence.
* When creating an e-lesson and inviting parents/carers via email, tutors must also cc: an appropriate school email (e.g. elearning @xschool.co.uk) and include the date/time of the lesson.
* Parents/carers must present themselves at the start and the end of the lesson and where possible remain nearby during the online lesson.

**Safe environment**

* Lessons should take place in a space appropriate for online lessons; a front room or study as appropriate, a bedroom or bathroom is not.
* Extra-care must be taken by all parents/carers to ensure that private or sensitive information and data is not accidentally shared during a video-lesson. Bills, receipts, documents (both physical and digital) and letters/emails should not be on display. All members of both households should be aware that the video lesson is taking place and be mindful of this.
* Students are expected to dress and behave appropriately. If there is inappropriate attire the lesson will be terminated. The lesson can resume when the student is suitably attired.
* All delivery of online lessons should be filmed/take place in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background. Recommended virtual backgrounds are available on Zoom (which block out any surroundings).
* A lesson can be suspended if any of the provisions of the Online Learning Consent Form are not complied with.

**Lesson**

* All lessons must be timetabled during the normal working hours.
* Senior Leaders will be able to observe lessons digitally for the purposes of quality assurance and safeguarding.
* Tutors must not accept any offers to do online teaching over webcam/video chats.
* Tutors will not accept or offer the opportunity to teach students privately outside of the agreed timetable.
* Tutors must report any safeguarding concerns to the school DSL.
* Language must always be professional and appropriate, including from any family members who might be in the background.

**Live Video**

* Do consider the terms of service together with privacy policies and if there are any minimum age requirements of the chosen service.
* Consider if the system includes online chat feature, and if this can be moderated.
* Consider Privacy settings before posting.
* What technology and Internet connection speed will be required for everyone to participate (e.g. devices)? Not all students will have access to technologies that will enable them to participate in online classes. What solutions can you provide to enable them to continue learning?
* Consider activities carefully when planning. Online access within school will have internet content filtering systems in place that are unlikely to be replicated in the home environment.
* Be careful that staff and children don’t incur surprising costs, eg mobile data access charges - (video utilises significant amounts of data).
* Also consider the security of devices, in particular cameras and microphones.
* We would strongly recommend that staff avoid using personal devices and should only use school provided equipment

**Location/Environment**

If live video and audio is being used, there should be careful consideration of the location that everyone uses. It is possible that children may be in their bedrooms and this may not be appropriate. You may choose to use a conferencing service that the teacher can disable users microphone and video cameras.

**Behaviour**

* Be clear about the expectations of both student and staff behaviour (e.g. a ‘classroom standard’ of behaviour is expected from all participants).
* It is worth considering some ground rules; creating safe spaces and explaining these as the introduction to each session.

**Recording**

* Always make a note of the conference timing and who participated. Be clear about whether it is acceptable for students to record events and expectations/restrictions about onward sharing.
* If the service you use records the conference, make sure that everyone is aware of this. It’s important to know how long any recordings are kept for and how to access them.

**Personal Data**

* The conference service may require the sharing of personal data, eg usernames to invite in. It is always best practice to use school-provided email addresses as Data protection laws still apply.
* Consider how to provide access to school’s data systems.

**Safeguarding**

* Online or offline, effective Safeguarding requires a whole-school approach.  Planning for online or distance learning activities should include the school’s safeguarding team as part of the planning process.
* Ensure online tuition follows best practice and is in-line with the School’s Safeguarding Policy.
* Children and young people are normally seen by lots of different adults every day, like neighbours, grandparents and teachers. But due to coronavirus (COVID-19) we're self-isolating, social distancing and spending much more time at home.

If a child is experiencing abuse, there aren't as many opportunities for adults to spot the signs and help.

* We know isolation can put some children at a greater risk of [domestic abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/), [neglect](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/neglect/), [physical abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/physical-abuse/), [emotional abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/emotional-abuse/) and [sexual abuse](https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-sexual-abuse/).
* Remind staff of safeguarding obligations.
* Think about questions you could ask that will help you see what life's like for them.

Ask open-ended questions like, "tell me about your day",

"what are some good things that have happened today", "tell me about some sad things that have happened this week" and "what's life at home like".

It's okay to ask similar questions - it can sometimes take time for a child to open up about what's happening.

Give children and young people the opportunity to talk about what's going on for them. It may take time for them to feel comfortable talking online or over the phone.

* It's also important to support parents and carers. Ask them about how they're coping and any worries and concerns they have. Let them know you're there to support them if they need help

**Report any safeguarding incidents or potential concerns according to your school policy.**

[UK Safer Internet Helpline](https://swgfl.org.uk/services/professionals-online-safety-helpline/) is a source of support.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Safeguarding consideration for lesson livestreaming** | | | | | | | | | |
|  | **1** | **Only use school related accounts, never personal ones** |  | **8** | **Don’t turn on streaming for students by mistake – joining a stream, starting a stream.** |  | **15** | **Remind pupils and staff about the safeguarding policy and reporting process – does it work remotely?** |  |
|  | |  | |  | |
| **2** | **Don’t use a system that your SLT has not approved**. | **9** | **Never start without another member of staff in the room and without other colleagues aware** | **16** | **Do you want to record it? Are the students secretly recording it? You may not be able to tell.** |
|  | |  | |  | |
| **3** | **Will some students be excluded? Do they have internet, a device and a quiet place?** | **10** | **Once per week may be enough to start with – don’t overdo it and make mistakes** | **17** | **How can students ask question or get help?** |
|  | |  | |  | |
| **4** | **Do students and staff have a safe and appropriate place with no bedrooms or inappropriate information visible?** | **11** | **Keep a log of everything, what, when with whom and anything that went wrong.** | **18** | **What are the ground rules? When can students speak/how?** |
|  | |  | |  | |
| **5** | **Check the link in an incognito tab to make sure it isn’t public for the whole world**. | **12** | **Do you want chat turned on for pupils? Can they chat when you aren’t there?** | **19** | **If you don’t understand the system, it won’t be safe or reliable, if teaching won’t be enhanced. DON’T DO IT.** |
|  | |  | |  | |
| **6** | **Has your admin audited the settings first (who can chat? Who can start a stream? Who can join?** | **13** | **Avoid one to one unless pre-approved by SLT.** | **20** | **Is your DPO happy? GDPR covered? Parental consent needed?** |
|  | |  | |  | |
| **7** | **What about vulnerable students with SEND and CP needs?** | **14** | **Remind pupils and staff about AUP agreements that they signed.** |  |  |
|  | | | | | | | | | |

**Important safeguarding update regarding Prevent and resources for online safety for parents and teachers**

The Lambeth Prevent Team are still available for support and advice should you need them. Referrals are also still being accepted.

Please continue to contact us by: Email: [lnixon@lambeth.gov.uk](mailto:prevent@leeds.gov.uk)  or [rsutton@lambeth.gov.uk](mailto:rsutton@lambeth.gov.uk)

Phone: 02079263668

As we know safeguarding young people remains highly important and remote teaching brings with it greater challenges.  Children will increasingly be using social networks to reach out to others and with that there will be an increased risk to fake news and online harms including grooming, radicalisation, exploitation, and bullying. All these issues could impact on their mental health and wellbeing.  This is a time when many young people will be vulnerable and unfortunately, the potential for online exploitation may be at its highest.

Fact-checking and sharing:  <https://sharechecklist.gov.uk/>

Coronavirus fact checking: <https://infotagion.com/>

To support you with this, a number of resources have been developed to guide parents, teachers and children.

Resources for online safety:

The following resources are attached:

* Advice for parents and teachers – digital resilience including info on apps, with a focus on extremism and fake news. (Year 6/7 and up).
* Advice for parents and teachers - general online safety (all ages).
* Lesson plan for primary school children on coronavirus and fake news.
* [Shout Out UK](https://www.shoutoutuk.org/covid-19/) are releasing weekly resources to help young people navigate the online space, from Coronavirus fake news to online Trolls.

There is a lot of fake news and misinformation out there about Covid19 and unfortunately there are some who are using this crisis to create division and hatred in our communities. For up to date information on the various narratives and conspiracies that are being spread visit the [ISD website.](https://www.isdglobal.org/isd-publications/)

**These documents are primarily aimed at helping parents and at-home educators.** Please get in touch if you have any specific need for further resources in this area which you wish to be developed. More to follow!

**Video chatting during isolation: for parents and carers**

Two new **[Parent Info](https://thinkuknow.us13.list-manage.com/track/click?u=2ae276529dabe14cecc1d261e&id=8e2fc9b96c&e=4df0e64732" \t "_blank)** articles look at some of the things parents and carers should think about to make sure their child's experience of video chat is safe and fun:

**[Video chatting: a guide for parents and carers of primary school-age children](https://thinkuknow.us13.list-manage.com/track/click?u=2ae276529dabe14cecc1d261e&id=7c1c420648&e=4df0e64732" \t "_blank)**

**[Video chatting: a guide for parents and carers of secondary school-age children](https://thinkuknow.us13.list-manage.com/track/click?u=2ae276529dabe14cecc1d261e&id=e366e317b6&e=4df0e64732" \t "_blank)**

**Online safety at home for parents and carers**

Schools across the UK are now closed to most families. This is a difficult time for most parents. The following resources are intended to provide parents and carers support to help learn about online safety for children

**Home activity packs**

Once you have read the Helpsheets, click on the links below to download your first home activity packs for each age range.

Each pack contains two 15-minute activities to do with your child, using Thinkuknow resources.

**For Early Years and Primary:**

[**Click here for home actvity packs for children aged 4-5**](https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/early-years/)

[**Click here for home activity packs for children aged 5-7**](https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/5-7s/)

[**Click here for home activity packs for children aged 8-10**](https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/8-10s/)

**For Secondary:**

[**Click here for home activity packs for children aged 11-13**](https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/11-13s/)

[**Click here for home activity packs for children aged 14+**](https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/14-plus/)

**Gaia Centre**

The Gaia Centre, which supports Lambeth residents who are survivors of gender-based violence, including domestic and sexual violence, are open and accepting referrals. They are providing 1:1 support via telephone and email during a time where survivors may feel additionally isolated and at risk due to coronavirus.

To make a referral or for a survivor to self-refer call: 020 7733 8724  or email [lambethvawg@refuge.org.uk](mailto:lambethvawg@refuge.org.uk)

For more information please see the Gaia Centre website:

<https://www.refuge.org.uk/our-work/our-services/one-stop-shop-services/the-gaia-centre/>