**Kingston and Richmond
Safeguarding Children Partnership**

Safeguarding Children and Remote Working
Partnership Guidance for Education Providers

Statement of Intent

Due to COVID-19, Kingston and Richmond Safeguarding Children Partnership has commissioned the creation of this guidance in the event of a national or local lockdown, to ensure continuity in learning and support provided by education providers to children in Kingston and Richmond.

The aim of this guidance is to provide education providers in Kingston and Richmond with standards which they should follow should they need to provide remote learning or support to students. The standards and guidance as a whole is based on government legislation and best practice guidance.

Due to the evolving nature of legislation and guidance, education providers should ensure that they are following the most updated version of this guidance in order to be compliant. See the top of this document for the date of the most recent update.

October 2020 updates

Section 5 of the DfE guidance for full opening of schools[1] makes it clear that "for individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus".

"Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to **offer immediate remote education**."

Where "must" is used throughout this guidance, settings are obligated to follow this due to statutory guidance or legislation. Where "should" is used, settings may choose to follow this, however it is only best practice and there is no statutory obligation to do so.

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[1] Guidance for full opening: schools (Department for Education)

Key Guidance and Documents
- Government Guidance[2] - Safeguarding and Remote Education during Coronavirus
- LGfL Guidance[3] - Twenty Safeguarding Considerations for Lesson Livestreaming

Remote Learning Team: Roles and Responsibilities

This should only be used as a guide for settings, which should create their own roles and responsibilities, in the event that remote activities should need to take place:

- **Headteacher (or Principal, Proprietor, equivalent)** - should take lead strategic responsibility of remote learning within the setting and take overall responsibility for the delivery
- **Senior Leadership Team** - should work with the Headteacher to lead remote learning for the setting
- **Designated Safeguarding Leads** - should work with the Headteacher and SLT to ensure safeguarding systems are effective and students are kept safe
- **ICT Lead** - should lead the work on managing the network, systems and accounts relating to remote activities
- **Other practitioners as appropriate**

KRSCP Safeguarding Training

The Kingston and Richmond Safeguarding Children Partnership has a learning and development offer in place for multi-agency partners (including education providers) during this time. All training sessions will take place virtually and staff safeguarding training (both internal and external) should take place as usual.

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[2] Safeguarding and Remote Education during Education (Department for Education)

[3] Twenty Safeguarding Considerations for Lesson Livestreaming (London Grid for Learning)

Remote Working Safeguarding Standards

- Practitioners **must** use accounts that were set up by the education provider and should **never** use personal accounts. This includes activities like sending emails, hosting remote lessons, etc.
- **Do not use** systems that have **not been approved** by SLT.
- Backgrounds and environments **must** be appropriate (both visually and auditory). Steps should be taken to ensure that this takes place. This could include turning off video or sound.
- Invites and access to remote meetings **should not be public**.
- Account admins **must** audit settings (appendix 1) on the platform to ensure that the remote environment is safe.
- The SLT and DSL **must** be aware that a remote activity is taking place (appendices 2/6) and **must** be able to access the meeting at any time. It is best practice to also inform another practitioner (e.g. a line manager) who can also access the engagement.
- Practitioners **should** keep a log of the engagement after it takes place (appendix 3) and this should be accessible to the DSL and SLT.
- One to One engagements **must** be approved by SLT in advance. Consent (appendix 5) **must** also be received. See the consent section of this guidance. The DSL **should** also be aware of this.
- The provider **must** ensure that there are adequate safeguarding arrangements and processes in place (appendix 6) for when remote activities take place.
- Any contact with students **must** take place using their school-issued email address. Some settings may feel it is appropriate for a second practitioner to be involved; however this is not a statutory requirement.
- Recordings (video or audio) **must** only take place with consent from all involved (appendix 5). See the consent section of this guidance. This **must** be approved by SLT and the DSL **should** also be aware of this.
- All practitioners who engage with students remotely **must** have an in-date, Enhanced DBS check and be on the provider's Single Central Record (SCR).
- Providers **must** ensure that they have a physical address for where the student is during the live activity (see appendix 4).

(Adapted from the London Grid for Learning 'Safeguarding Considerations for Lesson Livestreaming')

Advice for Remote Students Joining Activities

Situations may arise where a student or group of students is required to self-isolate. When this happens, it is still possible for them to join lessons which are taking place within the school. Education providers should follow the following best practice for this:

- The provider **must** gain consent from the student or legal guardian for this to take place
- Practitioners **must** use provider-issued devices to facilitate a live connection with students
- The device **must not** face towards other students (i.e. no student should be seen by another)
- Video and audio **should** still be on/off as appropriate
- Safeguarding concerns **must** still be reported in the same way as usual

Best Practice for Practitioners
Government Safeguarding and Remote Education during Coronavirus tells us:
"As set out in the Coronavirus (COVID-19): safeguarding in schools, colleges and other providers guidance, online education should follow the same principles set out in your school's staff behaviour policy (sometimes known as a code of conduct)."

"Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online."

Some key points to consider for remote activities:
● Professional Appearance and Behaviour: Practitioners **must** ensure that they are dressed appropriately. While it is up to individual settings to choose a dress code policy to reflect remote learning, clothes should be appropriate to their role, not revealing or offensive.
● Data Protection: Practitioners **must** take due diligence to ensure that no personal data is breached during remote activities. This includes their own details and those of students and families. This is particularly important when 'screen sharing'.
● Relationships and Boundaries: Practitioners **must not** provide their personal contact details (including mobile phone, email and address) and **must** ensure that they continue to keep healthy working relationships with students, particularly as they may communicate in different methods, e.g. email.

Government Guidance[4]: Communicating with Parents, Carers and Pupils
● Communicate within school hours as much as possible (or hours agreed with the school to suit the needs of practitioners)
● Communicate through the school channels approved by the senior leadership team
● Use school email accounts (not personal ones)
● Use school devices rather than personal devices wherever possible
● Advise teachers not to share personal information

Platforms
● Education providers have overall responsibility and accountability for the selection, use and monitoring of their remote activities platform.
● The partnership understands and recognises that the three most common platforms used by education providers locally and nationally are Zoom, Microsoft Teams and Google Classroom. The partnership also recognises that there is an ever-growing list of platforms available to use.
● Providers **should** consult their ICT Team and/or Achieving for Children before using other platforms.

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[4] Safeguarding and Remote Education during Education (Department for Education)

Consent Guide
- **Key Stage 1 - 4:** Consent **must** be received from a legal guardian and legal guardians must be continually informed of all arrangements by the provider.
- **Key Stage 5:** Students (with the capacity to do so) should be able to consent to taking part in live activities and associated acts (e.g. recording). Legal guardian consent overrules consent given by students where appropriate. Legal guardians **should** be continually informed of all arrangements by the provider.

Appendices
1. Remote Livestreaming Platforms
2. Remote Activities Recording Sheet
3. Remote Activities Engagement Log
4. Students joining Lessons Remotely
5. Remote Activities Consent Form
6. Remote Safeguarding Arrangements
7. Additional Support and Information for Providers and Families
8. Definitions

Please note that:
- Providers should adapt these to focus on the environment and needs of their setting.
- An editable template can be found on the partnership's website.

Platform Guides for Providers and Practitioners are attached to the end of the guidance.

Appendix 1: Remote Livestreaming Platforms

Providers **must** ensure that the following settings are audited prior to using with students. If any of these settings are not possible, the platform **must not** be used.

- Students **should** not be allowed to share their screen, unless this is pre-planned and the student is trusted to ensure that this is done appropriately. However, alternatives should be used wherever possible.
- Students **must** not be able to send messages to each other without a practitioner being able to see these messages. Where it is not possible to turn off messaging (except to the host), all messages must be able to be seen by the practitioner.
- Waiting rooms **must** be turned on so that practitioners can check who is attempting to join the meeting before allowing them in. This can prevent unwanted visitors and those who may pose a risk to students and/or practitioners.
- The link and/or login information to access the meeting **must** be private and not accessible to the public. This **should** also change regularly.
- Students **must not** be allowed to record the meeting under any circumstances. If the platform you are using does not allow this to be turned off, the platform **must not** be used. Any practitioner recording should have consent beforehand.
- Providers and practitioners **must not** use social media platforms (including Facebook, Instagram, WhatsApp, Twitter or TikTok) to deliver remote activities. This includes any live features (such as Facebook Live, Instagram Live or WhatsApp Calls).

Appendix 2: Remote Activities Recording Sheet

Practitioner/Class	Activity	Location	Time	Description

Appendix 3: Remote Activities Engagement Log

Lesson	Students	Subject	Lesson Overview	Safeguarding
Daily Remote Log **Date**				

Appendix 4: Students Joining Lessons Remotely

Practitioner/Class	Activity	Location	Time	Description	Students Joining Remotely

Note: This does not need to be filled in for delivery of each activity, only activities where a student is joining remotely.

Appendix 5: Remote Activities Consent Form

Provider Name will be providing students with access to remote learning and support to ensure continuity of education. For this to take place, please complete the consent form below.

(**Consent:** If the student is in Year 11 or below, this form should be signed by a legal guardian. For students in Years 12 or 13, they are able to consent themselves.)

Student Information

Name:	
Date of Birth:	**Year Group:**

Legal Guardian Information

Emergency Contact	**Second Emergency Contact**
Name:	**Name:**
Contact Number:	**Contact Number:**
Email:	**Email:**

Address
(Where will the student be when live activities are taking place.)

Primary Address	**Alternative Address**	**Alternative Address (2)**

Consent

1. I know my [child's] school email address and password	Yes / No
2. I consent to [my child] attending remote learning and activities	Yes / No
If 2 is NO, please explain why	
Do you or your child need any additional support or resources to access remote activities?	
I consent to video and audio recordings of me/my child	

[INSERT Safeguarding and GDPR Statement]

Signed:	
Name:	**Date:**

Appendix 6: Remote Safeguarding Arrangements

Key points for providers to consider:
- It is essential to have and to communicate clear reporting routes so that students, teachers and legal guardians can raise any safeguarding concerns.

- Schools may wish to review their existing arrangements to ensure they are appropriate during school closures, or if additional or alternative arrangements need to be put in place.

- Schools should consider signposting to the practical support that is available for reporting harmful or upsetting content as well as bullying and online abuse.

- The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

- It is important that all practitioners have access to a trained DSL (or deputy). On each day, practitioners on site will be made aware of who that person is and how to speak to them.

- Where practitioners have a concern about a student, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy.

- Practitioners are reminded of the need to report any concern immediately and without delay. Where practitioners are concerned about an adult working with students in the school, they should report the concern to the Headteacher.

- If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

- Concerns regarding the Headteacher should be directed to the Chair of Governors.

Includes information adapted from:
- Model Safeguarding and Child Protection Policy (Achieving for Children)
- Safeguarding and Remote Education during Coronavirus (Department for Education)

Appendix 7: Additional Support and Information for Providers and Families

Schools should consider signposting the practical support that is available for reporting harmful or upsetting content as well as bullying and online abuse.

Use these resources to support parents and carers to keep their children safe online:
- **Thinkuknow** provides advice from the National Crime Agency (NCA) on staying safe online
- **Parent info** is a collaboration between Parentzone and the NCA providing 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, to set boundaries around online behaviour and technology use, 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, including tips to keep primary aged children safe online
- **Net-aware** has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- **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 safer online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Appendix 8: Definitions
Key terms that are used throughout this guidance:
- **"SLT"** - Senior Leadership Team, Management Team or equivalent
- **"DSL"** - Designated Safeguarding Lead (a statutory role[5])
- **"Provider"** - School, College, Sixth Form, Pupil Referral Unit or other education setting
- **"Remote Activities"** - Any activity that takes place between students and practitioners using a virtual platform. This could include virtual lessons, emails, etc.
- **"Account Admin"** - An individual within the education setting with responsibility for administering the ICT network. This could be Network Manager, IT Technician/equivalent.
- **"Legal Guardian"** - The adult with legal responsibility for the student. This includes Parents, those with Special Guardianship Order, Foster Carers and Adoptive Parents.

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[5] Keeping Children Safe in Education 2020 (Department for Education)

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