

Safeguarding Prompts for Remote Teaching

Introduction

Many schools already use remote teaching to broaden curricular provision for their pupils, and more are doing so as schools close their premises in response to the Coronavirus crisis. Government [guidance](#), as at 23 March 2020, indicates that emergency legislation may be used to dis-apply or modify some requirements on schools. However, whether pupils are at school or at home, their safety should remain a priority and procedures set down in applicable policies, or in any new guidance, should be followed as far as is reasonably possible. There is no additional standard or statutory guidance specifically relating to online lessons or tutoring.

The following prompts indicate some areas schools may wish to consider when moving to remote teaching. They do not imply specific expectations from ISI or the DfE, nor are they an exhaustive list. We hope that they will prove useful for schools when considering their safeguarding arrangements.

Initial Considerations

- The potential for safeguarding issues to arise, whether due to poor technical understanding, an intention to abuse, weak online security or for any other reason.
- Who has responsibility to risk assess, take action and review potential safeguarding issues created by moving teaching online: the role of the DSL and safeguarding team.
- Who is leading on remote teaching and whether their responsibilities are clear.
- Arrangements to ensure that a DSL or DDSL is available and contactable throughout all periods when remote teaching is taking place.
- Whether the move to teaching online is being developed by individual teachers/departments or whether there is a whole-school approach.
- What type of provision is in place and whether one-to-one tuition online is permitted.
- Whether current policies are sufficient or whether further guidance is required.
- Whether protocols regarding the supervision of a) teaching and b) pupils by parents or other adults during remote teaching, are required.
- Whether and how the school might ensure staff understanding of any new protocols and practices.
- Arrangements for staff absence/cover and provision for any necessary additional training in safeguarding.
- If additional staff are to be used to teach online, whether their suitability has been checked and the checks entered on the SCR.
- Any supplementary or different provision for vulnerable pupils.
- The monitoring of internet use by staff and pupils.

Training

Whether teachers need to be trained in:

- the use of new software, platforms etc.
- potential safeguarding issues in remote teaching and appropriate responses;
- reporting safeguarding issues encountered in remote teaching;
- checking the suitability of any online source that they recommend (e.g. have they watched full videos, or just the start?).

Practical Issues

- If you are or will be using a commercial platform instead of, or as well as, your own resources, whether there are any safeguarding checks that you should carry out and, if so, how you will ensure that these have taken place.
- Whether the platform chosen for remote teaching allows the senior leaders to 'drop in' to online lessons – whether randomly or in response to any concerns raised.
- Whether the service provider enables teachers to disable microphones and video cameras.
- Firewalls and filtering.
- Whether staff are using their own equipment (such as laptops) or whether the school will provide some or all necessary equipment.
- Security of cameras, microphones and other devices: should staff be restricted to using only school equipment?
- Security requirements set by the school for equipment.
- The use of online resources: whether and if so how, these will be checked and approved.
- How the school will stay connected with families with poor home Wi-Fi, particularly in respect of the most vulnerable pupils.
- The implications of the varying levels of online security in each home.
- How students will authenticate who is contacting them.
- Whether the school will offer advice to parents about filters that might be appropriate on home computers if online lessons are to be effective.

Communications and Support

- How staff, pupils and parents will be informed of all changes and expectations, including the reporting of concerns and incidents.
- The clarity and accessibility of any new contact details and procedures to update.
- Whether, when and how staff may or should contact pupils.
- Whether, when and how pupils may or should contact staff.
- Any revised guidance on conduct by pupils, staff and parents, appropriate to different/extended online provision and communication.
- The reporting of concerns or incidents.
- Arrangements for listening to pupils' views.

Teaching

- Clarification of behavioural expectations in remote teaching/conferencing or presentations and re-enforcement of appropriate boundaries.
- Whether/what new guidance is needed for teaching classes online.
- The school's policy on when/whether microphones and cameras on devices should be switched on or off.
- Whether types of location that are and are not appropriate are specified (e.g. family rooms/studies with access by adults vs bedrooms or bathrooms).
- Guidance on location, clothing, backgrounds in video streams or recordings.
- Whether to specify timeframes within which teaching may take place.
- Whether the teaching should be recorded or monitored and how.
- Privacy protocols for pupils, to include shielding from adults other than school staff.

Recording of Lesson Content

- Whether pupils are permitted to record anything school-related in which they participate or which they view online.
- If so, whether there should be restrictions on the sharing of any recordings.

- If a service provider automatically records sessions, whether all participants have been informed: the periods of time for which such recordings will be kept; their ongoing accessibility and any purposes for which and under what conditions the provider may use them.

Personal Data and Data Protection

- The extent to which planned remote teaching and communication services involve the sharing of personal data.
- Whether school-provided email addresses could be used to enable greater oversight and monitoring of content and participation.
- Consider provision in the light of data protection regulations (not inspected by ISI): whether staff to be recorded have given their consent (personal data).

Online peer-on-peer abuse

- Whether pupils know whom they can contact for help and support, whether pastoral or academic, as well as how to report any concerns, including online bullying.
- How the school will respond to bullying originating from within the home.
- Staff awareness that, as now, any online bullying is potentially a safeguarding issue.

Online behaviour

- Whether pupils understand what policies apply if they are using computers at home.
- Who is responsible for what students are doing in 'lesson' time.
- Sanctions if pupils transgress the guidelines & guidelines for reporting by staff.
- The effect of pupils possibly being isolated on their computers for several hours.
- Any protocols for sharing pictures and video-clips between pupils and teachers.

Registration

The [government advice](#) (23.3.20) about registration for schools which are not operating as schools but simply providing a safe place for vulnerable pupils and the children of key worker, is that they do not need to take a normal attendance register but should complete and return a children in attendance form (provided in the guidance). This does not mention remote teaching.

However, schools may wish to consider:

- When and how participation in remote teaching should be registered.
- Whether the school wishes any of the following to be recorded:
 - the timing of all remote teaching sessions and periods of communication;
 - the names of those teaching and pupils present;
 - late arrivals and early departures.
- Action that will be taken for safeguarding purposes if a pupil does not log in.

For further support, please email: support@isi.net