



Online Teaching Safeguarding Policy 2020

This policy supports the following policies:

- Prevent (anti-terrorism policy)
- Abusive Behaviour
- E-policy
- Whistle blowing
- Code of Conduct for all staff

The basic principles of safeguarding when teaching online are the same as those for teaching face-to-face:

- The best interests of the under-18 student or vulnerable adult must come first
- Any concerns must be reported and acted on
- A Designated Safeguarding Lead (DSL) or deputy should be available at all times
- Unsuitable people should not be allowed to enter the workforce
- Under-18 students and vulnerable adults should be protected when they are online

There are certain additional risks associated with online teaching

- Online grooming
- Radicalisation
- Harmful content
- Online bullying
- Mental health considerations around Covid-19

Safer School Culture

1) Online Teaching Safeguarding Policy

This is reviewed as necessary when new legislation or government guidance come into effect, and at least annually. The DSL is Alison Yorke-Saville. Her contact details are 01202 392522 and alison@beet.co.uk

2) Codes of conduct

The basic principles are the same as for face-to-face lessons. Existing policies on use of social media and dress code should be followed. Staff should be aware that there is a potential for the blurring of professional boundaries, especially given that lessons may be taking place in a teacher's home. Accordingly, an appropriate professional distance needs to be maintained and excessive personalisation should be avoided.

3) Safer recruitment

Safer recruitment standards are maintained and checked in the same way as for face-to-face lessons. All staff sign to say they have read and understood the safeguarding policies (specifically the section on online teaching).

4) Training for staff

Induction checklists need to be completed in the same way as for face-to-face lessons. Particular emphasis is paid to safeguarding issues surrounding online delivery, such as how to deal with online bullying issues.

5) Delivery software

The preferred software at BEET is Zoom. All staff need to use this software rather than use their own. An advantage of Zoom is that it allows managers and DSLs to 'drop in' on lessons. We use the professional education version of Zoom for online lessons. Staff need to ensure that:

There is a 'waiting room' where students wait to join the lesson.

Students are muted on entering the lesson until the lesson starts.

It is a requirement that all students and teachers have their cameras switched on throughout lessons.

Screen share is controlled by the teacher, and not by students.

Each session is password protected.

Personal information is not shared.

6) Online Accounts

Staff should not use a personal Zoom account, but the BEET version.

If staff are using their personal devices, they should take particular care over personal data security.

7) Appropriate place to work

It is preferable for lessons to take place in a family room where possible. Both teachers and students should have a neutral background free of personal items.

8) Parental consent

Parental consent needs to be given for online delivery. If BEET wants to use screen shots, for example for promotional purposes, we make sure that we have permission. Parents should have a copy of the timetable and of the Online Safeguarding Policy. They should be encouraged to look in on the student during the lesson. Parents are given a contact name to use if they have any concerns.

9) One-to-one lessons

The procedure for a one-to-one lesson with an under 18 student should follow the established BEET Code of Conduct. A DSL is routinely logged into a lesson in order to monitor any concerns. Parents should also be asked to drop in during the course of a lesson.

10) Starting / ending the lesson

There is a different ID for every lesson. BEET students arriving for an online lesson enter a waiting room on the Zoom portal, where they wait for the teacher to invite them in. Only lessons which are scheduled by the school are allowed, not ones that are determined by the individual teacher. Students should never be left on their own. The teacher should end the lesson.

11) Real identities

Students and staff should not adopt different names for online lessons.

12) Work records

These include lesson content and any safeguarding issues noticed by the teacher. The records are monitored by a member of the Academic Management Team (AMT), in case there are other issues in other classes which, put together, give rise to safeguarding concerns.

13) Recording

This is not routinely done. We do not encourage students to record lessons.

14) Monitoring / Supervision

All teachers are DBS-checked, as are all homestay hosts, where they take students under the age of 18. We are in the process of moving to a system where each individual member of a household who is over 18 is also DBS-checked.

In the event that a teacher is employed and has to start teaching before their DBS check has cleared, a Risk Assessment is carried out by the Designated Safeguarding Lead.

Each under-18 student is contacted weekly by a member of the administration team, and asked questions about their welfare and their lessons.

15) Social Activities

In the event that a social activity starts and it becomes apparent that the only student/s present is/ are under 18, the social activity should not take place, and will be ended by the teacher.

16) Reporting concerns

Any concerns need to be passed to the DSL. Marie Morgan is a fully-trained DSL, and is also the holder of the emergency phone. Therefore there is always somebody available to deal with any safeguarding issues. Clive Barrow, the Chairman of the Board of Directors, is also a DSL. The Student Handbook and the Under-18 handbook both have contact details for the DSL. The DSL is in touch with the local authority safeguarding team.