



SAFEGUARDING FOR ONLINE TEACHING OF UNDER 18S

OVERVIEW

This document is intended to provide best practice guidance for safeguarding in the provision of online teaching for under 18s. Online teaching can take many forms and this document aims to cover those used by the group but may not cover every eventuality. This document, whilst providing general guidance is written specifically to cover Microsoft Teams. It is important to reference any guidance from any accreditation/inspection bodies to ensure your provision is in line with relevant requirements.

RECRUITMENT OF TEACHING STAFF

Teachers/Tutors should be recruited following the same safer recruitment policies as they would if they were recruited for a face-to-face role. All teaching staff must have a valid DBS check completed before commencing any online teaching. You should refer to your specific recruitment policy for further guidance.

ADDING MEMBERS

Both students and teachers shouldn't use personal email addresses to access online teaching, a bespoke, or existing school account, should be used instead. This allows membership of the platform to be actively monitored, prevents access to personal email addresses of other students and tutors, ensures all parties are using their actual names, and ensures only those who are meant to be in the classes have access.

Students should be sent clear instructions on how to download and use Microsoft Teams prior to the start of the course.

When an individual student's course ends, they should be removed from the Team.

CREATING TEAMS

Within the Team individual private channels should be created for each class. Only students who are in these classes should be added to these class channels. By setting these to private it ensures that only students who are meant to be in there are able to access the channel, and in turn the meeting. It is important to regularly "clean" these channels to ensure only current students have access.

INDUCTIONS

All teaching staff should have an induction into using Microsoft Teams prior to the start of the online classes. Ideally this will be a live induction covering the features of Microsoft Teams and how to utilise the platform for teaching. Particular attention should be given to making sure teachers/tutors know how to blur/change their background and how to use the screen share facility so that only what they intend to share is visible. It is recommended to record this session and make it available to teaching staff to refer back to should they need to.

WEB CAMS

The use of web cams can aid in the delivery of teaching and help with student engagement. Students can be encouraged to use web cams but should have the option to keep it turned off if desired. Students should, where possible, be in a communal area of their homes with parents/guardians in nearby attendance. If the only space available is in their bedroom then the door should be open. Tutors should have webcams turned on and should have a neutral background behind them or make use of the virtual backgrounds available through Teams.

CODE OF CONDUCT

A code of conduct should be produced for both teachers and students outlining what is expected of them during the course. These should be sent out prior to the start of the course to make expectations clear.

MONITORING

Members of the Management Team should be added to the Teams and have access to all channels. Students and tutors should be made aware that members of the Management team may drop in from time to time to monitor lessons. For teacher's/tutor's first lesson it is recommended that a member of Management is present at the start to make sure the lesson starts as intended. Moving forward it isn't necessary to monitor every lesson but drop-ins from time to time are actively encouraged. If any recordings of lessons do take place the consent of all present in the class will need to be obtained.

ONE-TO-ONE CLASSES

If 1 to 1 lessons are planned these must be recorded. Through Microsoft Teams this can be done by scheduling the lesson, and then the tutor can record. This recording should then be sent to the Management team and stored on a secure server. Students and Tutors will need to be aware that the lesson is being recorded and how long this will be stored. Recording the session is to protect both the student, and the tutor from any safeguarding issues as a full record of what took place is available.

REPORTING CONCERNS

As part of the booking process students/parents/agents should be given the details for who to contact should they have any safeguarding concerns. This information should also be provided to tutors. A member/members of the Management team should be online and available during any lessons should anyone need to urgently contact them, and details of this person/s should be provided as part of the booking process and also pointed out in the first lesson. Having Teams running in the background with visual and audible notifications is sufficient as opposed to continually active monitoring.