



Westcountry Schools Trust (WeST)/The Learning Institute (TLI) Guidance on Safeguarding Remote Learning

Purpose

This document should be used alongside existing Safeguarding, Staff Code of Conduct, Advice on Social Media Use, e-Safety and ICT Acceptable Use Policies and WeST Guidance on remote learning to ensure that all staff and learners are aware of how to harness the benefits of remote learning (i.e. learning through devices connected to the internet) as safely as possible.

Useful Websites

Technology and its use to support remote learning is rapidly developing. Any written policy is likely to become out of date quite rapidly. As such, Westcountry Schools Trust and The Learning Institute recognise that the core team, individual staff and in turn learners may need to refer to online sources of guidance which are more likely to be kept up to date.

At the time of writing the following websites were deemed to be 'trusted' sources of such advice. They were used to compile this summary and it is hoped they will be cross-referenced by readers of this guidance in the future as a source of current information.

[DfE Guidance on Safeguarding and Remote Education](#)

[NSPCC Advice on Remote Teaching](#)

[Advice from UK Safer Internet Centre](#)

Key Principles for Staff

1. If delivering remote learning from home staff should use TLI devices if supplied as far as possible. Staff may use their own devices, if they are willing to do so, and have no other alternative. In these circumstances they should take extra care to consider e-safety principles when delivering remote learning. Learner data **must not** be saved to personal devices.
2. Staff **must** only use their work email addresses or business social media accounts to communicate with learners. Under no circumstances should staff communicate with learners using personal email addresses or social media accounts.
3. Staff should use the locally agreed software to deliver remote learning. In most WeST schools this will be the Microsoft Office 365 suite, but some will use the Google platform. TLI staff will also use University of Worcester platforms or those from Newman University. In either case staff **must** use their TLI 'username' (typically their TLI email) not a personal account.
4. As far as possible telephone calls to support remote learning or learner welfare should be made using TLI devices. TLI recognises that not all staff will have access to a TLI mobile telephone and there will be occasions when contact with a learner is necessary, e.g. within PAT or module tutor role, safeguarding or welfare checks. Under such circumstances staff should take steps to hide their phone number/caller ID before making a call.
5. When delivering remote learning in which they will be visible staff should consider carefully the location they use, their dress and their device settings. For example, staff:
 - a. **must** dress appropriately in accordance with the Staff Code of Conduct;



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- b. should not deliver remote learning from a bedroom. If located in a bedroom a background effect should be used where possible;
 - c. choose a 'quiet' location in their house where it is unlikely that other household occupants can be seen/heard in the background;
 - d. brief other household occupants that they are delivering remote learning and that as such you should not be disturbed, except in an emergency;
 - e. should give due consideration to the background that will be visible if using a webcam and, where possible, use appropriate 'background effects' to mask details of their home location;
 - f. be careful if 'screen sharing' that no other, unsuitable content is visible elsewhere on the screen outside of the main window intended to be viewed;
6. In addition to the above if conducting 'live online learning' staff:
- a. **Must** ensure that these are recorded, and that the recording is stored on an approved server (e.g. if using Collaborate the recording would be saved via Blackboard/Moodle to a secure location within the university). These recordings may be made available **for student use only**, and they may be reviewed for training purposes or in the event of a reported issue e.g. safeguarding;
 - b. Should explain to learners how the session will be conducted and remind them to behave respectfully at all times;
 - c. Should establish and maintain clear routines regarding participation from learners. For example,
 - i. they should instruct them in the appropriate use of the 'mute/unmute' facility on the platform being used
 - ii. explain how question will be asked and answered
 - iii. consideration how functions such as 'chat', 'Q&A' and 'hands up' on platforms such as MS Teams, Collaborate and Google Meet will be used.

NB – WeST and TLI recognise that the wide variety of staff experience and learning scenarios means that it is not prudent to recommend a blanket approach to how staff/learners use these software facilities. Staff should follow local guidance and seek clarification through their usual line management routes if they have queries.

Key Principles for Learners

TLI has considered the most appropriate mechanism by which to ensure as far as possible learners, are aware of and follow these principles.

Learners should:

1. only use University of Worcester email addresses to contact staff;
2. only use their university 'usernames' to access any internet-based learning platforms being delivered by staff;
3. **not** share their username and/or password for internet platforms;
4. as far as possible, engage in remote learning in a shared space, such as a kitchen or living room. They should avoid using individual bedrooms if possible.
5. dress appropriately, e.g. clothing deemed suitable for a face to face session
6. be mindful of what others might see behind them;
7. where possible, be taught the benefits of using appropriate 'background effects' to mask details of their home and be encouraged to use these;
8. if considered vulnerable, receive remote learning with a trusted adult in the vicinity;



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9. behave as is if they were in a teaching room, following TLI's general behaviour expectations and guidance on confidentiality, and specific instructions from the member of staff delivering the remote learning.

Due for review September 2022