

Leeds Music Education Partnership (LMEP)

Safeguarding Guidance for Technology Enhanced Learning

For many LMEP partners, delivering online remote learning is a new way of working. Though there is great potential using digital resources to support learning, if used inappropriately, they can put young people at risk. This document identifies best practice and helpful resources to support your organisation in planning to deliver teaching online. Advice from the Leeds City Council, NSPCC, ISM, NYMAZ, and Making Music has been drawn from in creating this document.

The guidance has been split into four sections, with the intention that organisations can copy and adapt the information to share with the appropriate recipient.

1. Guidance for Organisations
2. Guidance for Tutors
3. Guidance for Students
4. Guidance for Parents/Carers
5. Resources

Government guidance identifies the importance of safeguarding children and young people when working online. Organisations should be mindful of safe working practices and their duties and responsibilities under Keeping Children Safe in Education. Online learning requires safe working policies and should follow the principles as set out in the Guidance for Safer Working practice for Those Working With Children and Young People in Education Settings, and Safeguarding and remote education during coronavirus (Covid-19) Outbreak. The Local Authority Model Safeguarding and Child Protection Policy has been updated to reflect practice on live streaming lessons and video conferencing.

1. Guidance for Organisations

Preparing to Deliver Online

- Update your child protection and safeguarding policies to cover online delivery.
- Ensure you have consent from parents/carers and young people for live (synchronous) video tuition. NSPCC recommend that you should always gain parental consent for children aged under 16 and consider carefully whether parental consent is necessary for young people aged 16-17. In most circumstances, parents/carers have a legal parental responsibility for their children up to the age of 18. They provide a sample consent form that can be amended for different activities.
- Ensure that any use of online learning tools and systems is in line with GDPR requirements.
- Prepare guidance for users on the safe use of technology (see sections 3 and 4).
- Prepare guidance for staff on online safety (see section 2).

Research the technologies you will be using

- Are they secure?
- Are they appropriate for the age group?
- Do you need approval from your organisation or funding bodies to use particular technologies?
- If delivering live lessons can other people copy and share session?
- Whichever platform you're using, make sure you understand the privacy settings and know how to report any offensive or abusive content.
- For interactive work with students, use a platform that allows you to restrict the audience, for example, by logging in.

Think about your students?

- What is most relevant for them to study?
- Does this have to be delivered in real time or can material be posted that allows them to engage without requiring them to be present at the same time as the tutor?
- Who else will be present when the lessons are taking place?
- Will students need to share videos with staff or other students? How will you store these safely?
- Where will the lessons take place?

Think about your staff

- Train all staff in online safety.
- For some members of staff, delivering live tuition may not be possible due to their personal or family circumstances, home environment or technical reasons. In this instance, consider alternative methods using synchronous learning (e.g. pre-recorded video, PowerPoint with narration).
- Keep a record of how staff will be delivering work.
- Remind staff of your code of conduct and how this applies for online teaching.

Communication

- Be aware that if you are working with a third party such as a school, permission is needed for parents/carers email addresses to be shared.
- Any personal data of students and staff must only be available to the people who need to see it.
- Particular care must be taken to restrict personal data of young people, and special category data. The most common special category data in teaching is student health information (including disabilities).
- Give parents/carers, and students, clear instructions about how online learning will work. (See sections 3 and 4)
- Ensure that parents/carers, and students understand how work can be submitted.
- Set clear expectations of the time that the work will take place and when staff will be available for feedback or questions.
- Unless there is a safeguarding risk, use parents/carer's email addresses or phone numbers to communicate with young people.
- Staff should only use organisational accounts to communicate by email or other approved messaging services.
- If your organisation allows staff to contact a parent/carer, they should copy in the main administration account for their organisation.
- Phone calls should be made with the caller ID hidden so personal contact details are not visible. How to do this can be found here:
 - Android: <https://support.google.com/voice/answer/9259883?co=GENIE.Platform%3DAndroid&hl=en>
 - iPhone: <https://www.macworld.co.uk/how-to/iphone/hide-caller-id-iphone-3681782/>

Live (synchronous) online Lessons

Consider if this is absolutely necessary. There are benefits to asynchronous learning, including flexibility, availability of equipment for families with shared resources, and parent/carer availability.

If live lessons using video are planned, you must gain consent from the parents/carers and the students participating.

- All staff who interact with young people, including online, should continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the organisation's Child Protection Policy.
- Avoid one to one lessons. In cases where one to one tuition is essential, staff must seek agreement from a senior manager and the student's parent/carer. In addition, a risk assessment should always be completed. A parent/carer must be in the room, minimally for the start and end of the session. If no appropriate adult is available then a colleague should join the session.
- Staff and students must wear appropriate clothing, as should anyone else in the household.

- Lessons should be in appropriate areas; for example, they should not be in bedrooms or bathrooms. Where this is not possible, the parent/carer should seek permission from a senior manager in the organisation.
- If a parent/carer is not in the room, the door should be open and they should be within earshot.
- Parents/carers and students should prepare the space in advance, so everything is ready to start the lesson on time.
- Staff need to be mindful that backgrounds do not contain anything personal or inappropriate.
- The Local Authority recommend that the live class should be recorded so that if any issues were to arise, the video can be reviewed. If live classes are recorded, ensure that written consent is in place from senior staff, the pupil and their parent/carer, recordings are securely stored, and this is built into your GDPR policy.
- Where possible, run the live class during the scheduled time.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by their organisation and in some instances organisations that provide grants to support their work.
- Staff should record, the length, time, date and attendance of any sessions held.
- Ensure that an adult opens and closes the connection to the live lesson.
- Be aware that students may appear with the name of the parent/carer who has logged them into the platform.
- Make sure participants understand that the session is live and any comment they make will be seen by others.
- Make sure participants know who to tell if they see anything upsetting or inappropriate.
- Be sensitive to the needs of those who may have child protection concerns.
- Use organisation accounts for any online platforms used and check the privacy settings.
- Have a second member of staff who can drop in to virtual lessons.

2. Guidance for Tutors

- Ensure you are up to date with **NAME OF ORGANISATION'S** Child Protection and Safeguarding Policies.
- Continue to look out for signs a child may be at risk. If you have any concerns, contact (**NAME AND CONTACT of designated Safeguarding Officer**).
- Only use **NAME OF ORGANISATION** approved platforms. These are **NAMES OF PLATFORMS AND TECHNOLOGY**.
- Ensure that your privacy settings are correctly set.
- Any abusive or inappropriate content should be reported to (**NAME AND CONTACT**).
- Avoid 1:1 lessons. If this is essential, ensure that you have permission from a senior manager.
- Use age-appropriate language in your communications with students.
- Your organisation's behaviour policy should be adhered to when delivering online education.
- For any work that involves your image, make sure you are dressed appropriately and ensure that backgrounds do not contain anything personal or inappropriate images.
- Consider whether the lesson has to be delivered in real time or could material be recorded that allows them to engage without having to be present at the same time as the tutor.
- Set clear expectations of when the work will take place and when you are available to give feedback.
- Do not share email addresses of parents/carers
- Only use your organisational email address to communicate with parent/carers of students. Where this is not possible, organisational approval must be sought.
- If you need to contact a parent/carer copy in ORGANISATIONAL EMAIL ADDRESS
- Phone calls should be made with the caller ID hidden so personal contact details are not visible. How to do this can be found here:
 - Android: <https://support.google.com/voice/answer/9259883?co=GENIE.Platform%3DAndroid&hl=en>
 - iPhone: <https://www.macworld.co.uk/how-to/iphone/how-to-hide-caller-id-iphone-3681782/>
- Do not friend or follow students on their social media accounts.
- Do not take or record images of students for personal use
- Do not record virtual lessons or meetings using personal equipment unless agreed and risk assessed by senior staff.

Live (synchronous) online Lessons should also address the following points

- Ensure that you can restrict access to the session.
- Do not invite any other contacts into the lesson.
- Where possible run live classes at the scheduled time. Any changes should be reported to your line manager.
- Students should have prepared a suitable space for their lesson and be ready to start on time.

- Staff and students must wear appropriate clothing, as should anyone else in the household. Do not engage in online tuition while the student is in a state of undress or semi undress.
- Set your computer to Do Not Disturb.
- Wear your ORGANISATION ID badge.
- Lessons should be in appropriate areas, for example, not in bedrooms or bathrooms. Where this is not possible, the parent/carer should discuss this with a senior manager from your organisation. If a parent/carer is not in the room, the door should be open, and they should be within earshot.
- Keep registers and times of the sessions up to date.
- Ensure that a parent/carer opens and closes the connection to the live lesson and is present in the room at the start and end of the lesson.
- Be aware that students may appear online with the name of the parent/carer who has logged into the live lesson.
- Make sure participants in a live lesson know that the session is live and any comment they make will be seen by others.
- Content must not be shared over social media.

Key internal contacts

Name	email
Name	email
Contact For allegations against a member of staff	email

Key external contacts to use if the internal contacts are unavailable or in the event of an emergency **Key external contacts to use if the internal contacts are unavailable or in the event of an emergency**

Children's Services Education Safeguarding Team (for students under 18 years)	Leeds estconsultation@leeds.gov.uk 0113 378 9685 Bradford 01274 437 043 North Yorkshire 01609 780 780
Children's Social Work Service Duty and Advice Team	Leeds childscreening@leeds.gov.uk 0113 376 0336 Bradford 01274 437 500 North Yorkshire 01609 780 780
Emergency Duty Team (Out of Hours)	Leeds childrensEDT@leeds.gov.uk 0113 535 0600 Bradford 01274 437 043 North Yorkshire 01609 780 780
Prevent Team (for non-emergency referrals or suspicions of radicalisation)	Leeds prevent@leeds.gov.uk 0113 350 810 Bradford 01274 376 215 North Yorkshire 01609 798 554
To inform the Police	In an emergency 999 If a person is not in danger now 101

3. Guidance for Students

UPDATE FOR YOUR ORGANISATION AS APPROPRIATE

Staying safe online during lessons

- If you see anything upsetting or inappropriate online during a lesson, tell your parent/carer who will report it to **NAME AND CONTACT**.
- Do not share any passwords or other sensitive information.
- Only communicate through **ORGANISATION NAME** approved platforms.
- Do not share or redistribute any content.

How lessons will work

- You will follow your usual timetable as closely as possible.
- Work will be released in advance, but your tutors will only be available during your timetabled lesson time.
- Follow your **ORGANISATION'S NAME** Code of Conduct.
- If you have a question for your tutor, you should **ADD DETAILS FOR YOUR ORGANISATION**
- Work can be sent to your tutor by **ADD DETAILS FOR YOUR ORGANISATION**
- Make sure you have a suitable space to work without distractions.
- Put your phone away when you are working.
- Keep any discussions focussed on the work set.
- Please contact **ORGANISATIONAL EMAIL** if you have problems accessing your work.

Live online lessons

- Make sure you have a suitable space and keep the door open. This should **not** be your bedroom or bathroom.
- Prepare the space and have everything you need, so the lesson is ready to start on time.
- Your parent/carer should be within earshot of the lesson.
- Wear appropriate clothing for your lesson.
- Your parent/carer will open and close the link to the live session.
- Be aware that any comments you make can be seen by others.
- Test your set up before you go live, making sure the camera is at a suitable height.
- Make sure your language is appropriate, and the discussion is focussed on the lesson.

4. Guidance for Parents/Carers

UPDATE FOR YOUR ORGANISATION AS APPROPRIATE

Staying Safe Online During ORGANISATION NAME Lessons

- Information about lessons will be sent to the parents/carer's email address.
- If you see anything upsetting or inappropriate online during a lesson report it to **NAME AND CONTACT**.
- Do not share any passwords or other sensitive information.
- Students should only communicate through **ORGANISATION NAME** approved platforms **LIST WHAT WILL BE USED**.
- The following online resources will be used as part of the lessons, **LIST ONLINE RESOURCES**.
- Do not share or redistribute any content.
- Do not allow a lesson to take place if the student is unwell.
- Do not share the tutor's email address.
- Set age-appropriate restrictions on the devices used.
- If you would like advice on digital learning and keeping your family safe visit <https://parentinfo.org> or <https://www.childnet.com/parents-and-carers/parent-and-carer-toolkit>.

How Lessons will work

- **LIST THE EQUIPMENT REQUIRED** (e.g. laptop/phone, pencil, music stand etc.)
- Lessons will follow the usual timetable as closely as possible.
- Work will be released in advance, but your tutors will only be available during your timetabled lesson time.
- If there is a question for the tutor, you should
- Work can be sent to the tutor by
- Make sure there is suitable space to work without distractions.
- Please contact **ORGANISATIONAL EMAIL** if there are problems accessing the work.

Live online lessons

- Make sure these take place in a suitable space and keep the door open. This should **not** be a bedroom or bathroom. Where this is not possible, please discuss with **NAME AND CONTACT DETAILS**.
- Prepare the space and ensure that the required equipment is ready so the lesson can start on time.
- You are responsible for opening and closing the link to the live session.
- If possible, consider editing the settings or setting up a separate account, so the student's first name and an initial for the last name is shown rather than your own.
- Be present in the room at the start and end of the lesson and remain within earshot.

- Ensure that the student and any other people who may be in view of the camera are wearing appropriate clothing.
- Make sure your language (and the language of anyone else in the house) is appropriate if they can be heard on the video.
- If you are helping to set up the video, ensure it is at the correct height, (keep the device at eye level to avoid neck strain) and the background is appropriate.
- A second member of staff may be present in some lessons or check in on a drop-in basis.

5. Resources

Childnet [Parent and Carers Toolkit](#)

DfE [Keeping Children Safe in Education](#)

DfE [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

ISM [Safeguarding for music teachers giving lessons remotely](#)

Music Mark [Online Music Teaching and Safeguarding](#)

NSPCC [Undertaking Remote Teaching Safely](#)

NYMAZ [Safeguarding: synchronous online music tuition](#)

Parent Info [Help and advice for families in a digital world](#)

Safer Recruitment Consortium [Guidance for Safer Working practice for Those Working With Children and Young People in Education Settings](#)