

## Safeguarding guidelines for live sessions (online meetings, tutor time and lessons)

### Students

- Generally no 1:1s with a member of staff will take place, groups only (minimum of 3 students per session)
- 1:1s will only take place if arranged and agreed by SLT based on the needs of a student, this may include a 1:1 but may include a *silent staff member* in the background
- Students wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, with a plain background and with minimal distractions
- All live teaching, support and tutor sessions will be recorded. Lesson recording will be available for students to access in their own time
- Usual expectations apply with regards to behaviour, respect and engagement
- Staff and students are able to have **cameras and microphones on**, but be mindful this is optional and it is a good idea to for all students to mute their microphones at the beginning to avoid noise disturbances

### Staff

- Generally no 1:1s will take place, groups only (minimum of 3 students per session)
- 1:1s will only take place if arranged and agreed by SLT based on the needs of a student, this may include a 1:1 but may include a *silent staff member* in the background
- Staff and students wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, for example, with a plain background and with minimal distractions
- Language must be professional and appropriate, including any family members in the background
- The live session should be recorded so that if any issues were to arise, the video can be reviewed
- All live teaching, support and tutor sessions will be recorded. Lesson recording will be available for students to access in their own time
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Usual expectations apply with regards to behaviour, respect and engagement. Staff to set expectations out at the beginning of a live session
- Staff and students are able to have **cameras and microphones on**, but should be mindful that this is optional. It is a good idea for students to mute their microphones at the beginning to avoid noise disturbances

- If staff are doing a whole year group session it may be more appropriate for cameras to be off (so the screen is not overloaded) but for students to have the option to put their camera and microphone on when they want to input
- Staff must only use platforms specified by senior managers and approved by our IT network manager/provider to communicate with students
- Staff should record the length, time, date and attendance of any sessions held
- Staff should not use their personal phones to contact students or parents
- Staff should only be in contact with students during normal school hours and the follow the normal email protocol
- If screen sharing make sure all sensitive information/emails are closed down
- Staff enter the live session early so they are the first person in the Google Meet
- Staff should make sure they end the Google Meet at the end of the session so it is clearly finished
- Staff are able to mute a student and remove them if and when appropriate
- Remember Google Meets doesn't work with remote access

### **Summary checklist for staff**

- ✓ If leading a meeting, join 5 minutes earlier so you are the first in
- ✓ Download all relevant resources you need for the meeting (as you won't be able to do a Google Meet using remote access)
- ✓ Close all sensitive documents/apps during a live session
- ✓ Register the students and set out expectations
- ✓ Record the meeting and end recording at the end of the session

### **Tutor time**

- Same guidelines apply as above
- Tutor time will be recorded for safeguarding purposes. It is not appropriate for this recording to be made available to students after the Google Meet
- Tutors to use the allocated slots available on a timetable that suit staff and students (applicable to KS3 timetable adjustments) for example; 'free' slots for KS3, PSHCE slot week B, however flexibility may be needed if tutors are not available during the free slots. There are other possible slots that tutors can use.
- Tutors to offer a tutor time once every fortnight as a minimum
- Tutors to organise in a way that is supportive to them, for example, a whole class form time or it may be more manageable to split a form into 2-3 groups and offer shorter slots for smaller groups
- Tutor time should be based around a 'check in' with students – how are they finding remote learning, what is going well, where are they struggling? It is important for students to be specific with their feedback where possible, so this can feed in to further conversations such as issues in particular subjects
- Tutors can also plan activities or have topical discussions but the most important aspect is to have the interaction between tutor and students so a general conversation at this stage is appropriate

- Further student support pastorally may be appropriate, but this will be dealt with on a case by case basis and in discussion with TLC and SLT
- When offering / scheduling these tutor times in, please try to give as much notice to the students as possible