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Remote education: safeguarding procedures and expectations

We know from our experiences since March what tends to work and what doesn't. All staff have been excellent at trialling different strategies and adapting their approach so that it is more effective in supporting learning. Key observations have included:

- Access to an appropriate device is essential for students
• Students of all ages struggle to manage their workload and can quickly become disenchanted especially if there is little or no contact with teachers
• Students benefit from access to their teacher through:
o Live virtual connections
o Screencastify videos
• Google Classroom is an ideal platform for sharing resources and lesson material

In our most recent communication to parents we advised that online 'live' lessons would follow a 3-part lesson format. The plan is to utilise this for all lessons (as per the table below) from Monday 11 January.

Table with 3 columns: Part (Teacher input, Student activity, Review and consolidation), Preferred approach, and Fall back position*. It details the structure of remote learning lessons.



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	next lesson will be.	
Lesson resources and materials	These will all be available on Google Classroom and easily accessible	

* I am aware that we have a number of teachers who will also have to manage looking after very young children if working at home therefore the option of preparing in advance Screencastify videos and Google Docs (for review) is to enable them to follow a similar lesson format for the purposes of consistency whilst at the same time providing some flexibility. The Google Doc is to avoid a multitude of email questions but rather to gather them in one place. We do need to acknowledge the importance of students being able to engage in real time with their teachers so I would hope that all classes would be able to experience this most weeks for at least some of their lessons.

Live lessons: ensuring that our safeguarding practices are secure

The following points need to be observed at all times:

- Teachers need to take a register and input this information to SIMS during or as soon after the lesson as possible
- Lessons follow a student's and staff member's individual timetables
- Only use a school (ponthigh) Google account when joining a lesson - this applies to staff and students alike
- Students need to mute their microphone on entering the lesson but have their camera enabled for the live elements of the lesson
 - enabling the camera allows the teacher to verify the identity of the student
 - enabling cameras are also beneficial in supporting the teacher to meaningfully interact with students and assess levels of engagement
 - refusal to enable the camera after a teacher request will result in the student being removed from that Google Meet lesson
- Staff and student's use of language should be appropriate and professional at all times
- Students should not record any of the lesson on a separate device or take a screenshot or photograph of the screen
 - If the school becomes aware of this taking place or of material from a lesson being posted on a social media platform we will make full use of the school sanctions identified in the Behaviour Policy
- Lessons should cater for classes, i.e. multiple students, therefore there should be very limited 1-2-1 meetings between a member of staff and a student, and only when specifically sanctioned by a member of the Senior Leadership Team (SLT)
 - 1-2-1s may be possible, for example, to address EPQ issues or Y11 into 6th form interviews, however, this should be agreed with a member of the SLT in advance and the meeting should be recorded
- Staff and students must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas
 - Where possible all participants should 'blur their background' (Google Meet), which is easily done by clicking on the three vertical dots in the right hand corner of the screen
- All 'live' classes must be recorded and backed up on Google Drive (this is done automatically),



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so that if any issues were to arise, the recording can be reviewed

- The 'live' element of classes should be kept to a reasonable length of time in line with our 3-part lesson format
• The language of all participants must be professional and appropriate at all times
• The PHS ICT Acceptable Use policy applies at all times
• A teacher should raise any concerns of poor behaviour with their RAL in the first instance unless the matter is sufficiently serious to warrant raising this with a member of SLT
• Teachers should, wherever possible, note any noticeable changes in a student's behaviour that may raise concerns about their well being or mental health; this should be brought to the attention of the Pastoral Leader and/or DSL immediately

Retention of 'live' lesson recordings

It is highly likely that these recordings constitute personal data because they contain personal images of identifiable people therefore it falls under the scope of GDPR. In clarifying our rationale and practice with regard to recording lessons, please note the following:

- We will record all visual and audio content for the duration of the live lesson
• The recording ensures that we can respond to any concerns or complaints raised by a teacher, student or parent about an incident occurring during a live lesson
• The recording is accessible by the teacher through their Google Drive and, upon request, by the Headteacher who may need to view it to address a complaint

Data protection suggests four tiers of retention for recordings:

- Short term: date of first recording plus 1 month
• Medium Term: 1 year
• Long Term: 5 years
• Very long term: until pupil is 25 years of age or older

In the vast majority of cases the recordings will be retained by the teacher for a 'short term' period, i.e. date of first recording plus 1 month. If a teacher believes that a recording should be held in the medium term, i.e, up to 1 year, they need to raise this with the Headteacher to explain their justification. If agreed the recording will be retained by the Headteacher rather than the individual teacher.

Potential safeguarding risks

Unfortunately, the situation nationally is that the main risk to consider is about inappropriate actions by the adult leading the live learning. Students can also behave inappropriately themselves.



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Key risks may include:

- Not maintaining professional standards
- Grooming behaviours
- Attempts to move a student onto another IT platform, account or to access them by phone or text
- Setting up a separate, unmonitored lesson time or account
- Inappropriate use of chat messaging on the platform, and deleting those messages
- Inviting unauthorised adults into the platform
- Contacting teachers out-of-lesson time
- Stalking-type behaviours
- Inappropriate conduct during lesson time
- Inviting other students in to the 1-2-1 lesson who then behave inappropriately
- Unauthorised making and/or sharing recordings
- Cyberbullying

If a member of staff becomes aware of any practices that flag concerns they need to bring this after to the attention of the Designated Safeguarding Lead (DSL), Lyn Robinson. Alternatively this can be raised with Kieran McGrane (Headteacher, Jim Balkwill or Stef McElwee (Deputy Headteachers).

If a student or parent has any concerns they should raise them immediately with a trusted member of staff and/or they can contact one of the named individuals above.

Monitoring the use of 'live' lessons

1. SLT may drop in to any 'live' lesson at any time; the online version of entering a classroom
 - a. This can be managed through the Admin feature
2. RALs should be able to drop in to any 'live' lesson as part of their ongoing monitoring of the quality of provision

Kieran McGrane
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