

Safeguarding & Online Safety Policy / AUP Addendum for Home Learning during Covid-19 Closures

During school closures and remote learning, ***the same principles of safeguarding, online safety and behaviour apply – major changes to policy documents should not be needed.*** However, schools should review policies, remind stakeholders of existing principles and identify any which need reinforcing due to new (mostly online) procedures and activities.

This document was written with LGfL's template policies in mind (safepolicies.lgfl.net), but is relevant to all schools. Here are some to revisit, remind or reinforce, documents to read and actions to take:

- 1) The new **DfE Covid Safeguarding Guidance** is essential reading; we have not repeated it here as you should read it in full. Find it as well as this document & our templates at safepolicies.lgfl.net.
- 2) **Reread then reissue school policies** for online safety, safeguarding and AUPs. First check what needs changing in the light of closure, remote learning and alternative arrangements at school. Use the suggestions below, but don't rely on others to identify issues unique to you.
- 3) Whatever technology you are using for lessons, **look at the 20 safeguarding principles for remote lessons** in the infographic at coronavirus.lgfl.net/safeguarding (NB no www in the link). The graphic was originally for video and streaming BUT actually applies to all online learning. Examples are not using private accounts, logging all contacts, issues and concerns, considering pupils with SEND, avoiding private chats with pupils, etc. Stick to what you know and can safely operate!
- 4) There are many **online scams** playing on people's fears and the current situation. See coronavirus.lgfl.net/security for help keeping staff and families safe & secure (including staff training).
- 5) All policy and AUP issues are worthy of reminders, but especially the importance of critical thinking: not just to combat fake news and scams, but also because of increased **grooming activity relating to radicalisation or child sexual exploitation** as a result of greater online access to children.
- 6) Whatever Key Stage you teach (even secondary!) look at our KS1 AUP because the simple language used for **11 top tips to stay safe online** are the essentials of online safety (safepolicies.lgfl.net).
- 7) Remind those with access to school devices about rules on the **misuse of school technology** – devices used at home should be used just like if they were in full view of a teacher or colleague.
- 8) How are you **helping parents to keep children safe**? The Top Tips poster at the link above is a starter; for more resources, share relevant items from parentsafe.lgfl.net (not the whole collection).
- 9) In school you have 'appropriate filtering' but at home many parents will not be using **parental controls**, so remind them to do so (Internet Matters has guides). Now is also a good time to introduce **child-safe search engines** e.g. swiggle.org.uk and **YouTube Kids** instead of YouTube.
- 10) Lots of people are offering their services on social media to give **online tuition to other people's children**. Remind parents not to engage someone they do not know, that they should listen in where possible, any sessions should be in family areas not bedrooms, and that children need to be told that tutors should not arrange new sessions or online chats directly with them.
- 11) Do you have **new volunteers** working with children in school or at home or remotely? Do they know your safeguarding rules? Are they DBS checked? Are precautions in place?
- 12) Are any **staff working one-to-one** with pupils in new ways or in parts of school which are emptier than usual? How is this logged and monitored? Keep children and staff safe by planning for this.
- 13) Have your **reporting functions** changed? Can pupils and staff flag issues when not in school? Do you need alternatives? Who is monitoring them (if all your DSL team get sick, would somebody pick up the messages)? Do you need a new channel (e.g. a safe, simple, online form on the school home page about 'something that worrying me' that gets mailed securely to the DSL inbox)?
- 14) Can you send a **safeguarding bullet point reminder to staff each day** in the same way as you may have previously done at the start of face-to-face briefing?
- 15) **Staff training** will not be happening face to face, so make the most of online CPD opportunities, especially after Easter once a routine is settled. See safecpd.lgfl.net for ideas. NB: the DfE guidance above states that DSLs missing refresher training can continue to operate as a DSL.
- 16) Do you need to **communicate your policies** (including any changes and reminders prompted by the above) in new ways during closure? Are the online versions current / sufficient / available to all (do all links still work / have you changed systems)?

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- 1) This record will be far more effective if you paste the questions into your school-linked online account of choice, e.g. Microsoft or Google Forms, rather than email out as an attachment (we have not done so as it needs to be linked to your account).
- 2) Tell staff which systems are pre-authorized and which ones they do not need to tell you about (e.g. if the whole school is using Google Classroom to issue and collect all work, then you may ask them to only notify you of unusual activity or concerns. Alternatively, you may only need a form for those contacting or visiting vulnerable children.
- 3) Remember to share this with new staff or volunteers and ask for more logging from them.

Staff or volunteer name	Other staff present (if a live video, stream or chat)	Name of class, group or individual	Time and frequency (e.g. weekly on Tuesday at 10am or specific date)	Scheduled? (Y / N)	Platform used. Only use school accounts!	Issues, worries, concerns (technical, safeguarding, DP or other) and general trends. ** If a one-to-one conversation, where is the summary? **