



## COVID -19 Addendum and school closure arrangements for Safeguarding and Child Protection

All staff should have access to this addendum and sign to the effect that they have read and understood its contents

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Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
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### POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input checked="" type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Safeguarding

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## Key Contacts

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## 1. Context

Schools have closed to most pupils as part of a national lockdown from 5 January 2021. Parents/carers are asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response and for children who are regarded as vulnerable.

All primary schools, secondary schools and colleges are instructed to move to online learning.

On Friday 27 March 2020, the government published safeguarding guidance for schools, colleges and other providers. Whilst Keeping Children Safe in Schools 2020 remains the key statutory document for schools, the DfE issued interim guidance to be in place during the coronavirus outbreak.

Government guidance can be found here:

<http://safeguarding.info/covid19safeguarding>

Within this addendum, Ark Tindal Primary Academy will reflect any updated advice from the 3 safeguarding partners (Social care, Police, Health).

## 2. Vulnerable Children & Supporting Students

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Ark Tindal Primary Academy recognises that school is a protective factor for children and young people, and the current circumstances can affect the mental health of students and their parents/carers. Staff at Ark Tindal Primary Academy need to be aware of this in setting expectations of students' work where they are at home.

### Risk assessing individual students

It is important that vulnerable students, where there are or have been safeguarding concerns, are risk assessed (ROYG). Schools may wish to extend this assessment to include SEND students. This assessment should be led by DSLs and principals.

- Red - most risk of harm or neglect and fewest protective factors (would include those with a child protection plan or are LAC/previously LAC)
- Orange - a moderate risk of harm, but with some protective factors (would include those identified as 'Child in Need' and those with an Early Help plan)
- Yellow - some concerns escalating or with unmet needs; or have been red or orange previously and need monitoring.

The risk assessment must make it clear what will be offered in order for Ark Tindal Primary Academy to continue to fulfil its safeguarding duties to every student.

If any student is deemed at significant risk or harm, Ark Tindal Primary Academy will refer to their MASH team and follow the advice of their safeguarding partners (police, social care and health). The ROYG rating above should help schools decide whether they should make a referral if a concern arises.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

### Supporting students

Ark Tindal Primary Academy is committed to ensuring the safety and wellbeing of all its students. This includes ensuring that all students who are learning from home during school closure know where to find help and have an opportunity to discuss any concerns with school staff.

The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to ensure safety.

Ark Tindal Primary Academy will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Ark Tindal Primary Academy will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Rebecca Eaton.

In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Ark Tindal Primary Academy will explore the reasons for this directly with the parent.

Where parents/carers are concerned about the risk of the child contracting COVID19, Ark Tindal Primary Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Ark Tindal Primary Academy will encourage our vulnerable children and young people to attend a school, including remotely, if necessary.

### Contacting students

- Ark Tindal Primary Academy should have at least two named parent/carer contacts recorded in the MIS. This must include both a contact number and an email address for each.

- All communication should only take place on official (monitored) school systems. Personal email addresses, text messaging or calls from personal phones, and interacting via social media, must not be used for these communications.
- If it is necessary to use a personal devices are to call a family, make sure your number is hidden by enabling 'No Caller ID' or by using 141 before you dial.
- Any pastoral text message or email contact must be sent from the school messaging system (and not from a personal mobile phone).
- Any academic email correspondence between students and teachers must be via school accounts, which are monitored in line with school policy.
- Pastoral contact (phone or email) with all parents/carers to 'check in' with students must be logged on the MIS in the usual way. It is best practice to contact parents/carers to agree the frequency and time of day of these pastoral check ins.
- All general contact with vulnerable children and families must be logged in the MIS in the usual way. If the communication relates to safeguarding, this must be logged on Impero EdAware.
- It may be necessary to see a child at home (for example if they are at risk of CME). In this instance you may suggest a video call with the parent and pupil (which you record on MS Teams) if the parent consents to this.
- Ark Tindal Primary Academy will decide on the frequency of telephone calls to vulnerable families and include this in the risk assessment.
- For any students with a social worker, other professionals should be kept informed if a concern arises from a call or if you are unable to make contact.
- Staff should attend/send a report for CP and CIN meetings, wherever possible.
- Staff should not be expected to conduct home visits.

### Recording on Impero EdAware

Our approach to recording pastoral and child protection concerns remains the same as when schools are open as normal. All staff should continue to record any concern about any child in the same way as usual.

Impero EdAware (IE) is a cloud-based systems which can be accessed from all browsers (except Internet Explorer). This means that staff should not have any difficulty accessing it from home. Given the levels of remote working at this time, staff must be mindful of the confidential nature of IE entries and to take care when working at home. For example, locking screens if leaving the laptop unattended, especially if sharing the workspace with others. The IE support team continue to be available during this time and are able to take calls and respond to emails if staff are experiencing technical difficulties.

### Paediatric First Aid

The usual requirement must be followed:

- There is always an appropriately qualified member of staff on site, i.e. paediatric trained first aider.
- Principal will ensure that there is always at least one person on site trained to this level.
- Ark Tindal Primary Academy will ensure online paediatric first aid training is available to staff in EYFS settings. Contact Molly Anderson ([molly.anderson@arkonline.org](mailto:molly.anderson@arkonline.org)) to enrol on the training. This will not give staff a paediatric qualification but will give participants an awareness and competency of the requirements.

## SEND

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents/carers, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This might include, if necessary and possible, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

### **3. Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

#### Recording Attendance

The DfE have shared instructions on how to record attendance over the coming weeks and months. In addition, we want to ensure that we are maintaining a record of which students are attending our Community Classrooms during this period. Please follow the network guidance on recording attendance that is available on the Ark library.

1. Use the X code for all students who are not required to be on site.
2. Mark as present all students who attend the community classrooms, and code as C all vulnerable students who should be in school but parents have chosen to keep their children at home.

#### What to do if registered students do not attend?

While there is no requirement on families of vulnerable students to ensure their attendance at school, our safeguarding responsibility extends to us feeling assured around these decisions.

If a risk assessed (see guidance above) vulnerable pupil is registered to attend but does not attend the Community Classroom, you should contact the parent or carer and understand the reason for non-attendance. If you are unable to make contact with the family, use your ROYG assessment tool and refer to the safeguarding partners if necessary.

If any other pupil that you are expecting to attend Community Classrooms (because their parent or carer has signalled to the school that this would be the case) does not attend, unless there are concerns, no further action is likely to be required.

In either scenario, you should record any emerging pastoral or child protection concern in Impero EdAware in the usual way.

### **4. Designated Safeguarding Lead**

Ark Tindal Primary Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL. Contact details are on page 3 of this addendum.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or MIS Teams - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, the Principal or senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, Impero EdAware and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.



It is important that all Ark Tindal Primary Academy staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to make contact with them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

## **5. Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

Staff who might have to become (temporary) DSLs and Principals and DSLs updated training should complete Level 3 online training:

<https://www.highspeedtraining.co.uk/safeguarding-people/designated-safeguarding-officer-training-course.aspx>

It is often confidence that is the barrier, not the willingness. The Head of Safeguarding will continue to support as necessary with 1-1 coaching.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Ark Tindal Primary Academy, they will continue to be provided with a safeguarding induction.

If staff are working across the Network Community classrooms, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

For movement from Ark Central staff, schools should seek assurance from their HR Business Partner/Head of Safeguarding that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of Ark Tindal Primary Academy visitor information, signposted to the safeguarding and child protection policy, confirmation of school processes and DSL arrangements.

## **6. Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

Where Ark Tindal Primary Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Regional Director.

When recruiting new staff, Ark Tindal Primary Academy will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

In terms of video conferencing options, you should decide what is most appropriate for you but we would recommend using Microsoft Teams. You can use this to video call a candidate via their laptop or mobile phone.

Microsoft Teams can be easily installed onto a laptop using [this link](#) or by downloading the Microsoft Teams app on any smart phone. You would then send them an invitation to a Teams meeting as usual. The DDC and DBS have said they have strong business continuity and disaster recovery plans in place and, therefore, their standard SLAs should not be affected by the current situation.

Where Ark Tindal Primary Academy are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Ark Tindal Primary Academy will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Ark Tindal Primary Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Ark Tindal Primary Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Ark Tindal Primary Academy will ensure our approach to recruitment during this time will be communicated with their HR Business Partner and the AskHR team for any queries regarding background checking of prospective employees.

## **7. Online safety in schools**

Ark Tindal Primary Academy will continue to provide a safe environment, including online, through existing online safety policies. This includes the use of an internet filtering system through LGfL and monitoring of pupil activity.

Where students are using computers in school, appropriate supervision will be in place to support them in making positive choices around their activity online.

## **8. Children and online safety away from school**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Support for home learning should follow the same principles as set out in Ark Tindal Primary Academy code of conduct.

Ark Tindal Primary Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering live online lessons, especially where webcams are involved:

- Permission must be sought from the school SLT before scheduling or delivering any online lessons with students (I.e., it is permitted within school policy).
- All live lessons/meetings/calls must use MS Teams, and no other platform (e.g. Zoom, Skype, Hangouts).
- Video calls/meetings/lessons should be recorded, and never be 1:1 between a teacher and pupil.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms. If this is not possible, then the background should be blurred. This is also the case if there are any posters, pictures, etc which might identify others or be inappropriate for pupils to see.
- The live class should be recorded. This enables missing pupils to catch up, but also serves as a record of any behaviour that needs subsequent review. Everyone on the video must be made aware that it is being recorded (this is shown as a notice in MS Teams), and the option given for students to switch off their cameras.
- Live classes should be kept to a reasonable length of time (emerging practice would suggest 20 – 40 minutes) to support effective engagement.
- Language must be professional and appropriate, including any family members in the background.

Useful safeguarding advice has been prepared by the London Grid for Learning, including delivering lessons via livestream or video meetings. The guidance can be found here and shared with families:

<https://coronavirus.lgfl.net/safeguarding>

## **9. Peer on Peer Abuse**

Ark Tindal Primary Academy recognises that during the school closure there is a risk of increased peer or peer abuse, particularly but not limited to bullying, cyberbullying, sexual harassment, sexting. over the internet. All staff must be clear about our policy and procedures with regards to peer on peer abuse.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Safeguarding and Child Protection Policy.

If a pupil makes an allegation of abuse against another pupil:

- You must inform the academy DSL and record the allegation, but do not investigate
- DSL will contact the three local safeguarding partners and follow its advice, as well as the police if the allegation involves a potential criminal offence
- Ark Tindal Primary Academy DSL will put a risk assessment and support plan into place for all children involved - both the victim(s) and the children) against whom the allegation has been made - with a named person they can talk to if needed.
- Ark Tindal Primary Academy DSL will contact the children and adolescent mental health services (CAMHS) if appropriate.

Concerns and actions must be recorded on Impero EdAware and appropriate referrals made.

## **10. Support from Ark / Head of Safeguarding**

Ark Tindal Primary Academy will receive support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The Head of Safeguarding will also provide regular group and individual KIT sessions. This may take the form of an online meeting.

## **11. Quick Guide for Digital Communications for Teachers and other School Staff**

It is necessary for us to maintain regular communication with the pupils in our schools digitally. Our remote learning expectations require all pupils to encounter some live learning elements each day.

The pace with which we want to respond to the COVID-19 crisis and support our students has outpaced our existing policies around the use of technology with students in a home setting. This guidance exists to provide clarity on what is and is not acceptable practice for school communication with students and parents/carers during this period.

This quick guide considers three things:

- How do we ensure that our safeguarding responsibilities towards young people are met?
- How can we help to maintain an appropriate sense of school community during this difficult time?
- How do we ensure that both students and staff are adequately protected throughout these interactions?

There are only a few permitted ways in which teachers can communicate with students at home:

1. Text messages or emails sent from the school messaging system to parents/carers (not from individual staff phones).
2. Academic email correspondence using school accounts between students and teachers, which are monitored in line with school policy.
3. Telephone conversations to parents/carers (you may request to speak to a child) which are made to parent phone numbers and properly logged on the MIS.
4. Video calls/meetings (which can be recorded) and never 1:1 between a pupil and teacher (see the scenarios below for appropriate examples).

### **Guidelines for digital communication**

- Communication should take place within regular school hours, unless in exceptional circumstances.
- Any digital communication between staff and students or parents/carers must be professional in tone and in content.
- These communications may only take place on official (monitored) school systems. Personal email addresses, text messaging or calls from personal phones, interacting via social media, must not be used for these communications.
- As it is the national expectation that remote learning is taking place and may involve live lessons with pupils, it is not necessary to seek parental consent before setting up live lessons with students according to a schedule.

## Scenarios

Scenarios in which a teacher may be in contact with a child in their home:

Scenario	Best Practice	Follow Up
<p>Telephone calls with vulnerable students during school closure</p>	<p>In the first instance you must contact the parent to agree the frequency and purpose of calls (you may also consult their social worker). They should be scheduled for a regular time if possible. You might ask to speak with the child. If so, where possible, check that the parent is comfortable with this and/or request that the call is put on speakerphone.</p> <p><i>Note: If you do not have an MS Teams telephony package, then please contact IT. We do not recommend that you use your own phone. However, if the circumstances require this, please dial 141 so that your number is not shared.</i></p>	<p>Log a summary of the telephone conversation in the MIS (ScholarPack or Bromcom) in the usual way.</p> <p>Log any safeguarding concerns in Impero Edaware and seek guidance from your DSL if necessary.</p>
<p>Video calls with vulnerable students during school closure</p>	<p>It may be necessary to want to see a pupil is at home (e.g. a pupil at risk of CME). If you wish to conduct a video call with a vulnerable pupil and parent, arrange this with the parent first by telephone. You may also consult/invite their social worker.</p> <p>Record the MS Teams meeting and keep for your records. If the parent and/or pupil does not consent to being captured on video, request that they turn off their camera. If a parent/carer is not present when you call, tell</p>	<p>Log a summary of the telephone conversation in the MIS (ScholarPack or Bromcom) in the usual way.</p> <p>Log any safeguarding concerns in Impero Edaware and seek guidance from your DSL if necessary.</p>

	the pupil that you will reschedule.	
Regular pastoral contact with all other students via phone	<p>In the first instance you must contact the parent to agree the frequency and purpose of calls. They should be scheduled for a regular time if possible. You might ask to speak with the child. If so, where possible, check that the parent is comfortable with this and/or request that the call is put on speakerphone.</p> <p><i>Note: If you do not have an MS Teams telephony package, then please contact IT. If you are using your own phone, please dial 141 so that your number is not shared.</i></p>	<p>Log a summary of the telephone conversation in the MIS (ScholarPack or Bromcom) in the usual way.</p> <p>Log any safeguarding concerns in Impero Edaware and seek guidance from your DSL if necessary.</p>
Weekly pastoral video call with all other students	<p>Schedule MS Teams meetings with a small number of students together as part of their pastoral programme. This should be recorded.<sup>1</sup> (If the member of staff is not comfortable to record the call, then they should not participate). If any pupil does not consent to being captured on video, request that they turn off their camera.</p> <p><b>There is no reason to have a 1:1 video call with an individual child.</b></p>	<p>Follow up with any absent students that you were intending to participate in the call by contacting parents/carers. Log a summary of these telephone conversation in the MIS (ScholarPack or Bromcom) in the usual way.</p> <p>Log any safeguarding concerns in Impero Edaware and seek guidance from your DSL if necessary.</p>
Pre-recorded lessons to be shared with students or hosted online	The member of staff should be comfortable with pre-recording a lesson, and it should be	N/A

<sup>1</sup> Staff and volunteers are allowed to take digital/video images to support educational aims, but must follow school/academy policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school/academy equipment; the personal equipment of staff should not be used for such purposes.

	<p>clear where the video will be shared (this will be your website, intranet, student portal or school YouTube channel if you have one).</p> <p>Ensure that students are not named during any recording that is distributed on the internet (i.e. available for pupils in other schools.)</p>	
<p>Live lessons (two-way) with classes or small groups of students</p>	<p>Schedule a meeting and invite the class in MS Teams.</p> <p>When you join the call, it is good practice to record it. This supports pupils to catch up and serves as an accurate record of the interaction in the lesson.</p> <p>When students have joined the call, make clear that it is being recorded and they should turn off their video if they do not want to be recorded.</p> <p><b>There is no reason to have a 1:1 video call with an individual child.</b></p>	<p>Follow up with any absent students that you were intending to participate in the call by contacting parents/carers. Log a summary of these telephone conversation in the MIS (ScholarPack or Bromcom) in the usual way.</p> <p>Log any safeguarding concerns in Impero Edaware and seek guidance from your DSL if necessary.</p>

### **Raising concerns**

School staff and students must be clear on how they are able to raise concerns – through the nominated person based on school safeguarding policies – if they are in receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature. They should never respond to any such communication if received and quickly report to the nominated person.

### **Maintaining recordings of lessons/conversations**

Schools are able to keep recordings of lessons/conversations which include contributions from students in line with their data retention schedule.

### **Further Reading**

- Carnegie Trust (2019), <https://www.carnegieuktrust.org.uk/blog/notwithoutme-lab1/>
- South West Grid for Learning (2020), <https://swgfl.org.uk/resources/safe-remote-learning/>
- NASUWT Guidance (2020), <https://www.nasuwt.org.uk/advice/health->



[safety/coronavirus-guidance/arrangements-for-remote-teaching-learning-support.html](https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/)

- NSPCC (2020),  
<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>