

## **Delivering online learning safely during the Covid-19 crisis**

### **Tips for tutors and staff**

Delivering learning online has its own unique safeguarding implications over and above those which are normally to be applied in the classroom.

Below are some tips and things for tutors to remember when delivering learning online or posting pre-recorded video clips for learners.

#### **General things to remember**

- Remember to take licensing and copyright into account if you share public resources.
- If you have any concerns, discuss these with your manager or one of the Safeguarding Officers.
- The LLC Safeguarding Policy still applies, so make sure you are aware of your general responsibilities and the procedures for reporting safeguarding issues.

#### **Safeguarding protocols**

##### **For group online teaching**

- Initial and end of session check-ins with the group to include a question about how they are, a reminder that they can raise safeguarding issues with tutor or DSO and reminder that a Signal for Help is agreed.
- Remain watchful for the use of a Signal for Help
- Respond to the use of a Signal for Help in the agreed way – follow safeguarding procedure
- Remind group about any agreed microphone/camera on/off agreements
- Be watchful for breaches of these agreements and decide whether they are an indication of learner in danger
- Be watchful for signs and indicators of abuse, neglect, or radicalisation
- If tutor forms concern about a learner during a session, consider moving the learner into an online breakout room in which to learn more about their situation



##### **For 1:1 online teaching**

- Have a clear justification for holding a 1:1 session
- Ensure that a 1:1 session is held only at the time and on the date agreed in advance with the learner
- Initial and end of session check-ins with the learner to include a question about how they are, a reminder that they can raise safeguarding issues with tutor or DSO and reminder that a Signal for Help is agreed
- Remain watchful for the use of a Signal for Help
- Respond to the use of a Signal for Help in the agreed way
- Remind learner about any agreed microphone/camera on/off agreements
- If at any time during a 1:1 session tutor feels uncomfortable with something said or done, they should consider ending the session and always report concerns to line manager or safeguarding officer without delay

- If session ended in this way tutor to consider 'phoning learner or contacting on another platform depending on circumstances
- Record the session and save it to agreed corporate location – cross refer to privacy/GDPR policies
- When learner is a child or vulnerable adult or has additional learning needs:
  - Gain parental/carer permission for session to be held ahead of time
  - Agree protocols with parents/carers ahead of time
  - Parent/carer to be present in the domestic setting during session

## Privacy and Data Protection

- You should record your sessions and save these on your course folder in Teams. All participants should be made aware of this and verbal consent should be obtained.
- Explain to learners that they can attend a video sharing platform without using their camera to protect their image if needed. However, the preference is that they turn their videos on.
- Keep a record of the time, date, attendance, and length of online sessions so that you have evidence of activity and learner engagement. Also make a note of anything that goes wrong.
- If you are accessing learners' contact details from home, you must comply with the GDPR Act. All contact details must be safely stored and not shared with anyone else. Ideally, any learner personal data should be accessed by secure remote access to management information systems rather than copying information on storage media, portable or mobile devices.
- Make sure that neither you nor your learners share personal details or contact information whilst online delivery is taking place.

## Professionalism

- At the beginning of a session, ask learners to agree to a code of conduct which should include agreement on not sharing any images (or taking screenshots), not recording the session (you should adapt your settings so that only the tutor can select this option) ensuring privacy for members of a learner's household and other normal classroom agreements such as appropriate language and punctuality. You can get them to agree to this in writing using the chat or comments boxes if you like.
  - Make sure that, if possible, you are in a neutral room (e.g. not a bedroom) and that you are not sharing any personal information or inappropriate content in the background of the video feed. Some online platforms such as Teams (this is the platform tutors are expected to use) allow you to set a virtual background for extra privacy.
  - Inform others in your household that you will be running or recording a class so you can minimise the possibility of interruption, inappropriate language or capturing video images of your family.
  - Wear suitable clothing as if you were in a classroom.
  - Continue to follow your normal professional behaviour and maintain professional boundaries.
  - Learners who are vulnerable or who have declared learning support needs may require special consideration as to how their needs will be met or more generally to address any anxieties about learning in an unfamiliar way. This should be discussed with them at the earliest opportunity.
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## Safe use of technology

- Learners should be informed that all online sessions, including 1-1's will be recorded. This will enable learners to refer back to the session in their own time as well as providing evidence in the unlikely instance of any allegation resulting from the engagement.
- Personal social media accounts (such as Facebook or Whatsapp), personal online platform subscriptions or personal emails should not be used when contacting or delivering to learners. Talk to your manager if this is a problem for you.
- All communications with learners should be through Teams. However, if in exceptional circumstances you need to make phone calls from a personal phone, block or withhold your number so your personal contact details are not visible. Remember to make a note of dates/times of any calls.
- In a live delivery session, it is advisable to mute learners' microphones except where they are being asked to contribute. This will minimise unintentional or inappropriate background noise. You should also adjust your settings so that only you can record the session.
- When setting up an online delivery session, make sure that entry to the session is by invitation only. Some platforms also allow you to set up a system where learners need to 'knock' before being allowed in.
- Personal computers should have up-to-date virus protection and firewalls. There are some good free ones such as AVG and Avast.
- Consider Privacy Settings before posting any recordings. For example, YouTube has a variety of settings (e.g. Public, Unlisted, Private, Comments Allowed/Not Allowed) that will determine who can see and comment on your video.
- Consider carefully what online resources you refer learners to as they are unlikely to have the same internet filtering systems as classroom computers.

## Your personal welfare

- Ask for help if you do not feel confident in using technology or delivering online safely.
  - If you do not feel comfortable live-streaming or pre-recording sessions, talk to your manager to discuss the alternatives.
  - Be careful when providing personal support to learners online. In the Covid-19 crisis, learners may be more vulnerable, but you need to take care that they do not become emotionally reliant on you. This is for your own welfare and also for safeguarding reasons. This also applies to your language – be aware that banter or terms of affection used in the classroom can be misinterpreted online.
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### **Other issues (not quite safety related)**

- Remind learners that they should be accessing learning via wifi to avoid potentially expensive mobile data costs (especially if using video).
- Using a mobile phone to connect to a session can also drain a battery very quickly. Joining an online session via a computer is usually better if possible.

### **Example Code of Conduct for learners and staff**

Please ensure that learners agree to a code of conduct while accessing learning sessions online. This can include:

- Do not share any video images, take screenshots or photos of the video screen
- Do not record the session your tutor will do this and make the recording available to you
- Check what is behind you on the wall to make sure you are not sharing personal information
- Be polite and respectful to the tutor and other learners
- Be patient if the technology does not always work
- Be punctual to any live session
- Keep your microphone on 'mute' unless you want to say something

Also see: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid->

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