

## Appendix A: Glebe School Remote Teaching and Learning: Safer Working Guidance for Staff

### Contents

#### A. Introduction

#### B. Safeguarding Considerations for Staff

- Nine key points

#### A. Introduction

This document is intended to guide and support Staff in ensuring that they adopt safer working practices when working remotely during COVID-19. It should be read in conjunction with the

- **Safeguarding Policy COVID-19 Addendum**, which includes confirmation of the procedures to follow if you have reason to be concerned about a child; and the
- **Summer Term 2020 Online Learning** document, which confirms expectations for behaviour and outlines safeguarding protocols and guidance for pupils, parents and teachers including the importance of raising any concerns.

#### B. Safeguarding Considerations for Staff

The move to online teaching and learning offers us different opportunities to interact with our pupils. As with any change in the way we do things, it's vital to ensure that we adapt our existing policies and procedures to our new ways of working. Here are ten key points to remember when we are working remotely:

1. **We need to look after ourselves and each other** as much as possible. There are lots of resources out there which provide tips and guidance on working remotely and the importance of care and connectedness. See for example this [Working from Home Wellbeing Action Plan](#). If you feel that you need help, or a colleague needs help, please let someone know as quickly as possible. This could be via the contact names and numbers as seen in Safeguarding Policy: COVID-19 Addendum.

If on reflection you find yourself feeling uncomfortable about something that happened while you were teaching remotely, just as if you were in school, you should discuss this with your line manager or a member of the Senior Management Team as soon as possible. Raising concerns if we are worried is a positive and responsible step and something that we should all be encouraging the children to do as well, without fear of negative repercussions.

2. **Our existing policies (Safeguarding, Staff Code of Conduct, Technology, ICT Acceptable Use, and Photography, Filming and Publication of Images Policies to name but a few) are still in operation.** It is all the more important that we are familiar with these when working remotely.
3. **All communication with pupils should have an educational purpose and take place through official school channels** so that our interactions take place within the school system (Google Classroom). We should be smartly dressed when delivering video lessons with a neutral background if possible as this is less distracting for pupil learning. Avoid intimate locations, nicknames, private conversations, observational comments about a pupil's home or family, and any oversharing of personal details.
4. **We must maintain the highest standards of professionalism when communicating with the pupils, verbally and in writing.** The maintenance of appropriate boundaries is the job of the teacher, not of the pupils, and there should be no room for ambiguity in the comments you make as a member of staff. We have a duty of care to challenge language, behaviour or interactions that are informal or inappropriate. If pupils are inappropriately dressed or in an inappropriate setting they should be removed from an online video meeting. As ever, ensure that your personal social media is private and inaccessible to pupils.

5. **There may be times when one-to-one meetings with pupils are necessary, for example in tutorial discussions, academic surgeries or music lessons.** Such meetings should take place on Google Classroom to ensure consistency of experience for the pupils, with timings arranged in advance and appropriate safeguards put in place. If there is an essential need to make contact by telephone, and it is not possible to use a school phone, withhold the number by dialling 141 first and make a record of the call, for example via an email to the Headmaster or Deputy Head to outline the purpose of the call and any action taken as a result of it.
6. **If we are concerned about a pupil's comment, work or behaviour online, this should be reported** to the Headmaster or Deputy Head who are both DSLs if there is a safeguarding concern. If we are concerned about online content, sharing a screenshot in our report may be appropriate, but not if there is a concern that the content is illegal (for example in the case of indecent images of children).
7. **We should be cautious about entering into unduly lengthy dialogue online with an individual pupil.** If we are concerned, we should move the dialogue into the shared channels, without drawing attention to the pupil unnecessarily, referring to the Headmaster if it is felt that a pastoral intervention may be needed.
8. **We should model good online behaviour in all ways.** This includes the language that we use to interact with pupils and colleagues, which should always be respectful and avoid 'banter'. For our own wellbeing as well as that of the pupils, as a rule of thumb we should not be responding to comments from pupils after 9pm.
9. **We have a duty to monitor children carefully for any signs that they are struggling, and report any pastoral or safeguarding concerns about our pupils via the usual channels.** This is likely to be a very anxious time for many pupils and we will all, Pastoral, Safeguarding and Emotional Wellbeing Team Staff alike, be working hard to support those who need it at a distance – and to support each other as we do so.

If you have queries, please raise them with your line manager, a member of the Senior Management Team or the DSLs. Thank you for helping to keep our pupils and Staff safe while we are teaching and learning remotely.