

Safeguarding Guidance for Online Distance Learning

Acceptable use	<p>Any acceptable use policy you may have for the use of technology in school also applies when using technology for any form of distance learning for both staff and pupils.</p> <p>Example of an AUP from Rhiwbeina Primary School</p>
Platforms	<p>For direct communication with pupils use the recommended platforms provided through Hwb where possible as the necessary due diligence has been carried out in relation to their security:</p> <ul style="list-style-type: none"> • Google Classroom, Microsoft Teams, Flipgrid, J2e.
<p>Synchronous vs Asynchronous Communication with pupils</p> <p>Synchronous or 'live' streaming of sessions with pupils can be extremely useful for keeping in contact with pupils but you need to consider a few things.</p>	
Setting	<p>For younger pupils in particular it would be inappropriate for them to be in their bedroom for example. Encourage pupils to be in a social space, preferably accompanied by their parent or other adult – communicate this to your pupils/parents.</p>
Network Connection	<p>Consider the fragility of each pupil's network connection (or if they even have one). Children are likely to get stressed if their connection drops off during the session (FOMO in an educational environment!)</p>
Length of session	<p>Keep any direct sessions as short as possible (no more than ten minutes for younger pupils) and use them to give a brief overview of the topics you want the children to cover in a given time period.</p>
Turn off chat!	<p>If you are using live video it is worth considering turning off the chat feature on your chosen platform during the sessions.</p>
Asynchronous	<p>Asynchronous sessions give both learners and teachers much more flexibility and a much safer environment to work in, minimising the unexpected whilst ensuring interaction. So, post pre-prepared video, podcasts and other content via your chosen learning platform and outline to students how they can post responses.</p>
Behaviour	<p>Be clear about the expectations of both student and staff behaviour (e.g. a 'classroom standard' of behaviour is expected from all participants).</p> <p>It is worth considering some ground rules; creating safe spaces and explaining these as the introduction to each session. Examples may be who can speak. If this is the first time that classes are delivered online, it may take some time in becoming familiar with the new environment.</p>