

Remote Learning – Safeguarding Considerations

Whilst some children may thrive during the prolonged duration of remote learning, some children may be at an increased risk during this time.

Below are some key risks to consider with potential actions that could be taken to mitigate against the risk as well as resources to help with these actions.

	Risk to the Child	Possible School Actions to Mitigate Risk	Notes and Suggested Resources
1	<p>Increased access to the internet</p> <p>Risk that this access is unsupervised</p>	<ul style="list-style-type: none"> • Ensure that those children most at risk are offered in-school provision. • Ensure that children are taught how to stay safe online. • Ensure that parents are taught how to keep their children safe online and are given tips on setting parental controls on the personal devices used by their children. • Take advantage of initiatives to keep children safe online such as International Safer Internet Day on the 9th February to raise awareness. • Ensure that curriculum plans provide opportunities for children to learn away from the screen. • Reinforce regularly with parents that effective learning may also take place away from the screen. 	<p>NYCC Online Safety Guidance http://healthyschoolsnorthyorks.org/wp-content/uploads/2020/10/Final-September-2020-Online-Safety-Guidance-for-Schools-and-Settings-in-North-Yorkshire.pdf</p> <p>Information about National Safer Internet Day https://www.saferinternet.org.uk/safer-internet-day/2021</p> <p>Ask the Experts session (7pm-9pm) Tuesday 9th February 2021. To register for the event please click on the below link https://www.eventbrite.co.uk/e/internet-safety-day-ask-the-experts-north-yorkshire-police-tickets-135979661829</p> <p>NSPCC Online safety guidance https://www.nspcc.org.uk/keeping-children-safe/online-safety/</p> <p>The UK Safer Internet Centre has put together a list of top tips to help keep children and young people safe.</p> <p>North Yorkshire Safeguarding Partnership Online information for parents. Tips, advice, guides and resources. https://www.safeguardingchildren.co.uk/parents-carers/online-safety/</p> <p>Information on parental controls https://www.safeguardingchildren.co.uk/parents-carers/parent-info/games-consoles-smart-devices-and-how-to-keep-your-children-safe/</p>
2	<p>Reduction in time spent interacting with other children and adults</p>	<ul style="list-style-type: none"> • Ensure that those children most at risk are offered in-school provision. 	<p>PSHE association remote learning hub provides support about appropriate topics for remote learning https://www.pshe-association.org.uk/content/coronavirus-hub</p>

	<p>Fewer opportunities for children to share their concerns with people outside of their home</p>	<ul style="list-style-type: none"> • Provide pastoral sessions that includes activities that require interaction and cooperation. • Ensure PSHE is timetabled for all pupils, including online safety and mental health and well-being. • Encourage collaboration between pupils through tools/apps that enable them to work together safely in real time. • If you are using an online system that allows the use of supervised breakout rooms, include these in order to enable pupils to be able to talk in smaller groups that will make it easier to spot the warning signs. • Ensure that information is shared with pupils about who they can contact in school should they have any concerns. • Ensure that children are signposted to appropriate external organisations should they need further support. 	<p>Support for pupils and parents in primary schools during COVID-19 in relation to mental and emotional wellbeing http://healthyschoolsnorthyorks.org/wp-content/uploads/2020/06/Support-for-pupils-and-parents-in-primary-schools-in-relation-to-mental-and-emotional-wellbeing-NYES.pdf</p> <p>Support for pupils and parents in secondary schools during COVID-19 in relation to mental and emotional wellbeing http://healthyschoolsnorthyorks.org/wp-content/uploads/2020/06/Support-for-young-people-and-parents-in-secondary-schools-in-relation-to-mental-and-emotional-wellbeing-NYES.pdf</p>
3	<p>Learning facilities not fit for purpose</p> <p>Prolonged periods spent reading on a mobile phone or having to work in an unheated house for example leading to health and safety concerns</p>	<ul style="list-style-type: none"> • Ensure that those children most at risk are offered in-school provision. • Audit home provision to ensure that it is safe and fit for purpose. • Ensure ongoing communication with parents so that any new issues arising with equipment or accessibility can be addressed swiftly. • Ensure eligible families are accessing the COVID winter grant. 	<p>Support with digital devices https://get-help-with-tech.education.gov.uk/devices/how-to-order</p> <p>A number of devices were provided through NYCC for eligible vulnerable and disadvantaged children in 2020. If these devices need to be allocated to different students due to a change in circumstances then please contact richard.benstead@northyorks.gov.uk</p> <p>More information on how to support families to access the internet and remote education https://get-help-with-tech.education.gov.uk/internet-access</p> <p>Schemes that temporarily increases data allowances for mobile phone users on certain networks https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data</p>
4	<p>Hot school meals not being provided</p>	<ul style="list-style-type: none"> • Ensure that those children most at risk are offered in-school provision. • Share information widely on charities parents can access for support with issues. 	<p>Rumbling Tums (Facebook - Harrogate Area) offers food parcels free to families</p>

	<p>Risk that children are not receiving nutritious meals during the school day</p>	<ul style="list-style-type: none"> • Ensure curriculum planning includes opportunities to learn about healthy eating. • Encourage families to cook and eat together. 	<p>Gingerbread www.gingerbread.org.uk offers support for single parents in England and Wales, including advice and information about child support, benefits, tax credits</p> <p>'Food - a Fact of Life' provide a range of healthy recipes that can be accessed at home https://www.foodafactoflife.org.uk/recipes/</p>
5	<p>Parents asked to work from home whilst also having to supervise home learning</p> <p>Children not typically identified as at risk becoming vulnerable</p>	<ul style="list-style-type: none"> • Communicate regularly with parents to ensure that any children who are at most risk are identified and offered in-school provision. • Provide support with parental controls so that children can be safe whilst unsupervised online. • Ensure that parents have a raised awareness of the apps that pupils might be accessing and the potential risks involved, particularly new apps that they might be less familiar with. • Ensure parents are informed about the risks on online exploitation and hidden harm so that they can discuss this with their children. 	<p>NSPCC guidance on keeping children safe at home https://www.nspcc.org.uk/keeping-children-safe/in-the-home/</p> <p>Online exploitation information https://www.safeguardingchildren.co.uk/beaware/online-exploitation/</p> <p>NSPCC NetAware website provides a checking service for all social networks, apps and games https://www.net-aware.org.uk/</p>
6	<p>Isolation and fear of COVID-19</p> <p>Increased risk of children developing mental health issues</p>	<ul style="list-style-type: none"> • Ensure that those children most at risk are offered in-school provision. • Introduce well-being days such as 'Well-being Wednesdays' and 'Feel good Fridays'. • Celebrate 'Feel Good February'. • Plan curriculum opportunities for pupils to take in physical activities. • Model good practice for maintaining good mental health. 	<p>https://www.safeguardingchildren.co.uk/children-young-people/mental-health-2/</p> <p>Make use of mental health and wellbeing support, including North Yorkshire CAMHS, Compass REACH, Healthy Child Team, and North Yorkshire County Council Children & Families Service. See Do you need some help page for further details.</p> <p>Action for happiness monthly calendars https://www.actionforhappiness.org/calendars</p>

7	<p>Vulnerable learners who are not attending school</p> <p>Routine checks cannot be easily carried out leading to increased risk of hidden harm</p>	<ul style="list-style-type: none"> • Build relationships with hard-to-reach families by identifying the most appropriate member of staff who might be able to engage with families • Explore the barriers to these children accessing school in order to overcome these • Establish an attendance plan where possible • Liaise with Early Help and Children’s Social Care (where appropriate) to ensure that appropriate checks are being carried out • Inform the police of any children who you are concerned about and who’s safety cannot be ensured • Carry out door step checks and consider delivery of resources or food parcels for vulnerable learners • Encourage teachers to find opportunities for pastoral checks for example when providing virtual feedback on work • Carry out small group ‘class meets’ to ensure all pupils have time with their class teacher • Carry out daily morning check-in for each class. Use this time to encourage social interactions and look for any warning signs 	<p>Vulnerable children’s attendance plan https://cyps.northyorks.gov.uk/sites/default/files/Emergencies,%20health%20and%20safety/35%20Covid19%20Vulnerable%20Childrens%20Attendance%20Plan.docx</p> <p>Information about Early help including the range of training they provide https://www.safeguardingchildren.co.uk/professionals/early-help/</p>
8	<p>Parents responsible for behaviour management of their children during school hours</p> <p>Deterioration of parent/child relationships could lead to additional risk</p>	<ul style="list-style-type: none"> • Support parents with guidance on how to work collaboratively with their child • Help parents to set boundaries and routines; perhaps help them to create a family agreement to help them follow through on consequences • Encourage parents to notice the positive behaviours and praise their children for these • Incorporate activities that enable children to express their feelings • Encourage parents to spend quality time with their children doing activities they can enjoy together not that are not related to schoolwork. 	<p>NSPCC Parents guide https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/</p> <p>Young Minds https://youngminds.org.uk/find-help/for-parents/parents-guide-to-support-a-z/parents-guide-to-support-challenging-behaviour-in-children/</p> <p>https://drawingandtalking.com/</p> <p>What is Lego Therapy? - YouTube</p> <p>Advice on starting a conversation with your child: www.youngminds.org.uk/starting-a-conversation-with-your-child</p>

			<p>Parents survival guide: www.youngminds.org.uk/find-help/for-parents/parents-survival-guide</p> <p>Videos sharing top tips on anger, anxiety, difficult behaviour and other issues: www.youngminds.org.uk/find-help/for-parents/parents-lounge</p>
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