

**Child Protection Department**

British Council Spain

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**Remote Learning**  
**Safeguarding advice for**  
**schools in Spain**

22 April 2020

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## Aim of this guide

The way schools in Spain are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual. Classes are happening now virtually through different online platforms.

This change has been quick and unexpected but to safeguard children must remain a priority for legal, business and moral reasons. The aim of this guide is to share the expertise gathered by the Child Protection Team within our operation in Spain and as advised by our Global Safeguarding Team colleagues at the British Council. It provides advice based on the expertise and discussions taken place within our institution. Where legal requirements are mentioned this is highlighted explicitly.

If further legal advice is issued by the relevant authorities, this guide will be updated and made available on our website.

We strongly encourage our network to share additional information available. In the current situation and more than ever working together to safeguard children will make the difference.

If you have any further questions or suggestions please contact us at [protecciondelainfancia@britishcouncil.es](mailto:protecciondelainfancia@britishcouncil.es).

## The duty of care of schools in the current context

Schools still hold the responsibilities as issued by the international, national and local authorities around safeguarding, child protection and exercise of duty of care. The underpinning principles of safeguarding children remain, and the welfare of children and young people is expected to remain paramount.

Referring to the **British context** for the British schools in Spain, the KCSiE 2019 (Keeping Children Safe in Education Guidance) still applies. New guidance has been published (27<sup>th</sup> of March 27<sup>th</sup>, 2020 and latest update on 24<sup>th</sup> April) by the Department for Education under “*Coronavirus (COVID-19): Safeguarding in schools, colleges and other providers*” and “*Guidance. Safeguarding and remote education during coronavirus (COVID-19)*”. Both documents aim to support schools to keep children safe during the current pandemic.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

In the **Spanish context**, schools still hold the responsibilities given by the Spanish authorities (both at national and autonomous communities level). Even though none make specific reference to safeguarding by schools, they delegate clear responsibilities to educational settings. Schools therefore can be expected to be liable if they have not taken measures to prevent incidents from happening. Article 1903 and following of the Código Civil (Spanish Law) clearly states that “*persons or entities which own an educational Centre other than a Centre for*

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*higher education shall be liable for the damages caused to its underage students during the periods in which the latter are under the control or supervision of the Center's teaching staff, or while conducting school, extracurricular or complementary activities". In this sense online classes will probably be seen either as school or complementary activities.*

**Our advice** is that **measures should be taken to prevent both unintentional and intentional harm.**

### **Unintentional harm**

- Due to inadequate care and supervision
- Due to lack of policies and procedures to inform staff assessment, planning and practice
- Due to lack of staff compliance with requirements.

### **Deliberate actions**

- Predatory offenders with the intent to abuse children sometimes deliberately place themselves in an organisation and/or job role that allows them access to children
- Offenders are reactive and responsive to cues given out by the environment i.e. lack policies and procedures, minimum scrutiny and temptation through the local context.
- Covid-19 and a sharp increase of use of online tools is a welcome scenario for predatory sexual offenders, extorsions and other threats

**We need to be more vigilant than ever.**

## **Safeguarding children on Remote Learning**

### **Background info:**

*The way schools are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same<sup>1</sup>:*

- *With regards to safeguarding, the best interests of children must always continue to come first*
- *If anyone in a school has a safeguarding concern about any child they should continue to act and act immediately*

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<sup>1</sup> *Note: the paragraph below is based on the guidance from the UK Department of education published at 27<sup>th</sup> of March 2020 and has been adapted to the Spanish context:*

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- *A designated safeguarding lead should be available<sup>2</sup>*
  - *It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children*
  - *Children should continue to be protected when they are online.*

*Schools should, as far as reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in remote learning are not weakening their approach to safeguarding or undermining their child protection policy.*

### **Our proposed way forward:**

The role schools must play in the current Spanish context is to:

1. Prevent harm
2. Protect pupils from harm
3. Support pupils and staff when a child protection or safeguarding incidents occurs.

To achieve these aims, **all schools should be doing what they reasonably can** to keep all their children safe and therefore:

#### 1. Prevent harm

- Through the virtual school organisation, students should maintain the sense of community and support which they have in the regular school context. Continuity, availability, social interactions, learning challenges are still important for children's wellbeing and safety
- Open regular opportunities to communicate with parents/carers about online safety and the wellbeing of the pupils
- The safeguarding or child protection policy should be amended to adapt to the Virtual School
- Online safety should be promoted for teachers, students and parents/carers. Education, briefings, communication and collaboration

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<sup>2</sup> The safeguarding Lead is a professional within the school that holds the responsibility for safeguarding and child protection (including online safety). *"They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so, and to contribute to the assessment of children"* (KCSE 2019)

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- The framework for remote learning must include:
    - Risk assessment for online platforms
      - The online learning platforms must meet online safety requirements
      - The learning tools must be in line with the GPDR requirements
    - Updated online safety policy
    - Staff Code of Conduct for teaching online
    - Students Code of Conduct for learning online
    - Guidelines for new actions online include for example:
      - One to one session
      - Use of cameras
      - Guest speakers

**Note:** A checklist to monitor actions to undertake is under development and will be shared soon.

## 2. Protect pupils from harm

- It is important that all staff who interact with children, including online interaction, continue to look out for signs that a child may be at risk
- The level of interaction with children needs to continue in the virtual environment and open channels for children and young people to report concerns and worries must be in place
- Mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and can be an indication of an underlying problem. Support for pupils and students in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff (counsellor for example) or support services
- Ensure that all staff understand their responsibilities for keeping children safe and clearly understand the reasons and procedures to report concerns.

## 3. Support pupils and staff when a child protection or safeguarding incidents occurs

- Concerns should be dealt with as per the child protection policy and where necessary referrals to local authorities should still be made.

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## Roles and responsibilities

In the regular school context roles and responsibilities should have been established. In the current situation and **as far as possible these roles should not be changed.**

**All schools should have almost one designated safeguarding lead** with training and expertise in dealing with safeguarding requirements. If you need further info about training resources please contact us at [protecciondelainfancia@britishcouncil.es](mailto:protecciondelainfancia@britishcouncil.es).

We also encourage you to have a deputy safeguarding lead in place if possible.

As far as possible the designated safeguarding lead should ensure training within the school to all staff members. The aim of this training sessions is to raise awareness of the current risk factors, support staff members in their duty of care, work out and explain new policies and reinforce existing ones.

In the current context the safeguarding lead must ensure when and how he/she can be contacted. Please ensure that no private phone numbers or emails are exchanged with students or family members.

Regular updates from the designated safeguarding lead to the head of school are encouraged.

Risks should be highlighted (for example before using a concrete tool and platform) and it must be remembered that **the head of school will legally be seen as liable if an incident occurs. Previous risk assessments and policies and procedures to reduce risks will be seen the ways in which the head of school ensure that the risk has been addressed in a responsible way.**

## Monitoring attendance in the online context

Neither the British Authorities nor the Spanish ones have published any requirements on monitoring attendance in the virtual school. Nevertheless, attendance is crucial for two reasons:

- Online platforms offer a way to socialise, learn and keep focus on children. In fact, attendance is a protective factor for their wellbeing
- The lack of attendance can indicate different kind of problems in the student´s life (health issues, problems within the family etc.).

Attendance, therefore, must be monitored. If a child does not attend the virtual school for two days (as in regular school), a phone call to the family or an email must be sent to keep track or be aware of the student´s circumstances.

If the conversation can be foreseen as difficult, we encourage always having two staff members present and to highlight in advance that this conversation cannot be recorded.

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## Vulnerable children

All schools may have children whose situation is now monitored by the designated safeguarding lead or even has already been reported to the authorities.

In the British context, vulnerable children are those who are:

- supported by the child social care system
- with education, health and care (EHC) plans
- otherwise identified as vulnerable.

Wherever possible contact with the authorities should be established and the school should gather advice on how to act. For example: if a family is known for use of physical violence, we may agree to be careful with comments made by the teacher online about performance of the student or negative behaviour. Families can overhear these comments now and the risk of further corporal punishment may increase.

We may also be aware, as mentioned above, of situations where the ongoing support to the family has been a protective factor for the child. Wherever possible this support should continue by arranging regular meetings with the parents.

The current situation has also increased the stress within the family and families with no previous risk factors may now appear to need support.

**If the conversation can be foreseen as difficult, we encourage always having two staff members present and to highlight in advance that this conversation cannot be recorded.**

## Increased vulnerability or risk

### 1. Related to wellbeing and mental health risk factors

Current circumstances with negative experiences and distressing life events can affect the wellbeing and mental health of students and parents.

*Children may experience:*

- Feeling less motivated and capable of coping with academic requirements
- Feelings of being isolated (from friends, classmates, other family members and other adults they trust like teachers)
- Develop anxiety, depression, hopeless, and other emotional problems
- Eating disorders due to sedentarism, loss of routines
- Lack of hygiene



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- In older children addiction to online gambling, pornography, drugs, alcohol, shopping, gaming.

## 2. Related to risk factors within the family

As children are confined at home for a long period of time children are more exposed to:

- An increase of family and parental conflicts
- An increased risk of different forms of violence in the family
- Feeling unsafe and living in an uncertain (and unknown) reality
- Suffering the economic crisis. Many families are already suffering the lack of financial stability or suspect they will
- Sickness or loss of family members due to the COVID-19 or other reasons, difficulties to grieve, deal with loss and the impossibility of sharing “out of problem” moments at school or with friends
- The stress adults might be facing during this time will probably be mirrored in children
- Stress and isolation are risk factors for child abuse.

## 3. Related to online risk factors

- Online safety risks have been increased due to quantitative and qualitative factors:
  - The rise of the total hours the children are connected to internet
  - Parents may be working from home during the day and not able to supervise all the internet activity from their children
  - The use of a higher variety of platforms, social media and online games. This increases the opportunities for children to be exposed to abuse
  - It has been an increase on internet of search on children pornography, on-line contacts with children and other types of on-line abuse
  - The risk of peer of cyberbullying has increased.
- Learning platforms may not consider the safety and wellbeing of children as a priority.

## 4. Related to lack of protective factors

Safeguarding must always include both early identification of risk factors and also, crucially, protective factors. For many children the support they get from the school can have a long-lasting positive impact. However, at the moment:

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- School and social support opportunities have been reduced
  - Reducing contact with children gives them less opportunities to share their worries with significant and out of family adults
  - It is easier to “lose track” of a particular student. Attendance, academic development, social relationships, and emotional problems are less visible in the virtual school unless teachers are looking after each one of them
  - Following adequate procedures to investigate safeguarding concerns is more difficult

Most of the Social Services and other support services for children and families are closed or work only by telephone or remotely, which may not be appropriate for young children

- Excluding emergencies, most of the preventive health resources are not operative.

**Some of these difficulties can be reduced by competent parents who can cope with their own worries and anxiety at the same time. The schools and the education system, when taking responsibility of their duty of care will also contribute to the safeguarding of children. Unfortunately, not all children have parents that can help them, so schools have to play a crucial role.**

## **Early Identification of risk factors in the current context**

The School should consider two types of safeguarding children situations:

1. Children with an active safeguarding file (the ones already monitored and who should be continued to be monitored)
2. New safeguarding concerns. Staff who interact with children will continue to look out for signs a child may be at risk of harm or abuse.

Here is a list of potential risk indicators in this remote learning context that should be recorded daily and, if necessary, reported:

- Absences to the virtual school. These absences should be followed up
- If a student does not regularly send his/her assignments on time or at all
- The student does not participate, repeatedly, in the live sessions or live chats

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- A student makes constant negative remarks, express sad feelings and demotivation
  - There is an unexpected change of behaviour. Anger. Tantrums
  - The child is alone at home. For teenagers, if they are regularly alone at home
  - The parents do not get involved in the education when they are asked to
  - The student talks/writes in the chats or assignments about risky situations
  - The student shows anxiety
  - The student has lost a family member, or the adults in the family lose their jobs
  - The student has a care giver who is particularly exposed to the COVID-19
  - The student talks or writes about death and sickness or is worried about the family
  - The parents report their child suffering from lack of sleep, eating problems, frequent nightmares, concentration difficulties, behavioural regressions. The child is afraid to walk out of home. The student can report as well
  - Frequent headaches, skin problems, eating problems, digestive problems, sleeping problems

**Note: Please bear in mind this is not an exhaustive list and one single factor does not mean that a child needs to be monitored. You better than anybody else know your children.**

## **Reporting concerns about children and staff**

The actual situation not only raises the risk to which children are exposed, but also decreases the opportunities for them to seek early help and the school to provide appropriate support to the students.

**It is necessary to guarantee in the virtual school, as in the normal school, different ways through which students can talk about their worries and seek adult advice** about individual and family relationships concerns, ciber bullying and other online concerns.

In the virtual school, we have different ways of being in contact with our students:

- Live sessions, in small or big groups
- On live chats in group
- One to one session with students
- Online meetings with their families

- Homework, essays, artwork and other assignments they send back
- Counsellor interviews

WAYS OF RECEIVING A SAFEGUARDING CONCERN	PROCEDURES TO MAKE IT POSSIBLE
A direct disclosure from a student	The students should have a specific or general contact to express and talk about their personal worries in case they need to. One to one tutoring sessions should be offered (following the One to One meetings Guide)
A disclosure from a friend or family member	Students and families should have a specific or general contact to talk about their concerns about a student or family member Students and families should be informed that the duty of care for students remains in the virtual school and will provide support when possible Students and families should know where to report ciber bullying
A situation has been observed	Teachers, when in online live sessions, should report any safeguarding concern they observe. Teachers should have a clear procedure on how to report in the Virtual school
By different risk indicators	Teachers and managers should be aware of indicators of risk of harm and abuse of children Teachers must have clear procedures to register and report students' difficulties and the sensitiveness to detect them. In first instance, to the Family Leader. If they suspect risk of harm or abuse or a member of the staff is involved, the information must go directly to the FP The Focal Points should consider having a meeting to discuss if those risks factors can be considered as a possible a risk situation or other type of difficulty. Mental health and emotional problems are as important as social or family difficulties.

**If at any time it is considered that:**

- **the child may be a child in need**
- **has suffered or is at risk of significant harm**
- **or is in immediate danger.**

**A referral should be made immediately to children’s social services – in the local area where the child lives. In accordance with national procedures the parents must also be informed unless they are deemed to be a risk to the child. In cases of significant harm or immediate danger the police should be notified at once.**

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## Safeguarding partners

Following the Government advice, most of the safeguarding partners have had to adapt their way of working to a remote setting. Generally, support services are overwhelmed coping with the consequences of the national crisis.

Social Services are working by telephone interviews until they can return to their premises and are allowed to hold face to face interviews and meetings. Many family support services and centres for supporting children at risk are working via online interviews. The coordination structures within different agencies might be suspended.

**Every municipality has its own way of working, so an updated list and contacts should be in place in each school**

## Safeguarding training and induction

Safeguarding children is not the sole responsibility of one staff member. At least one session should be delivered during this period to all teachers to:

- Raise awareness around the risk factors in the current context relating to:
  - wellbeing and mental health risk factors
  - risk factors within the family
  - online risk factors
  - lack of protective factors
- Receive information around the adapted Code of Conduct as well as new procedures to follow if a child is at risk
- Ensure that staff members feel confident if facing an online disclosure

## Additional guidelines, policies and briefings to be worked out

- Risk assessment for online platforms
  - The online learning platforms must meet online safety requirements (please ensure specifically that parents/tutors know how to enable privacy adjustments).
  - The learning tools must be in line with the GPDR requirements.
  - Please make sure that you are aware of the terms and conditions you ask the parents to sign off in order to join the platform.
- Updated online safety policy.
- Staff Code of Conduct for teaching online.

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- Students/Family Code of Conduct for learning online.
  - Guidelines for new actions online, for example:
    - One to one session
    - Use of cameras.
    - Guest speakers
  - Contact details of the Safeguarding Lead available to children, parents and teachers.
  - List of available and open resources (Social Services, Mental Health Centers) needs to be updated on a regular basis.
  - A selection of trusted online support resources for students, families and staff should be shared.

*Note: A checklist to monitor actions to undertake will be shared by the British Council, Child Protection Department.*

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

Although it is highly unlikely that you are currently recruiting just make sure that if you need to (staff member on sick leave, need of a staff member with more technical knowledge etc.) your **safer recruitment policy** remains in place and you ask for police records.

If you are working with volunteers ensure that they have received a copy of the Code of Conduct for teachers (or even a copy of an adapted Code of Conduct for Guest speakers), that whenever possible police records are available and if this is not feasible, a self-declaration is signed by them stating that they have not been convicted of any offence involving any type of harm to a child or children, nor have they ever been warned or cautioned in relation to such a matter. They also need to declare that there are no civil or criminal proceedings of any nature pending against them at the date of the declaration relating to any allegation concerning any type of harm to a child or children.

## **Peer on peer abuse**

When talking about child abuse we always must include child on child abuse. It is unacceptable and needs to be taken seriously.

In the face to face context we have clear antibullying policies and procedures regarding peer on peer abuse in place. **We must recognise that abuse can still occur during a school closure and therefore adapt these.**

Peer on peer abuse should never be tolerated or normalised through the common myth that it is part of growing up. This is most likely to include but is not limited to cyber bullying, or bullying, possibility of peer on peer abuse by gender-based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting and gender issues within groups of girls and boys.

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Should an allegation of abuse be made against another pupil all children involved (whether perpetrator or victim) will be treated as being "at risk".

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the allegation will be referred to the local social services. The concern may indicate that one or more of the pupils concerned may need additional support by local agencies and in those cases the school should follow local interagency procedures<sup>3</sup>. Where appropriate, the matter will be dealt with under the School's Code of Conduct with the use of relevant disciplinary sanctions.

Each Autonomous Community has his own regulations. For example, the Autonomous Community of Madrid passed a Decree<sup>4</sup> which states:

*It is considered that the school can set corrective measures for those student behaviours that, although carried out outside the school grounds, are motivated or directly related to school life and affect the rights of any member of the educational community or imply a risk to their safety and physical and moral integrity.*

**Students, parents and carers must know of a clear procedure to report any peer on peer abuse.**

**Staff members need to remain vigilant to the signs of peer-on-peer abuse and must follow the process set out in the Centre's Anti Bullying policy and or Online Safety Policy.**

## Online safety and Cybersecurity

As mentioned above, online classes will probably be seen either as school or complementary activities and the head of school will be regarded as accountable if any child has been at risk, both due to intentional or unintentional harm unless it can be proved that all reasonable measures have been taken to prevent this to happen.

**In the current context schools should consider therefore the safety of their children when they are asked to work online as a priority.**

- When choosing an online platform make sure that a risk assessment has taken place and that appropriate measures to reduce risk have been taken
- An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online

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<sup>3</sup> Please consult the "Guidance **Information sharing advice for safeguarding practitioners**". Department for Education UK, published in March 2015 and updated in July 2018:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

<sup>4</sup> *DECRETO 32/2019, de 9 de abril, del Consejo de Gobierno, por el que se establece el marco regulador de la convivencia en los centros docentes de la Comunidad de Madrid.*

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- Schools are likely to be in regular contact with parents and carers. Those communications should be used to raise awareness and engagement with online safety
  - It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting with online
  - The school should provide parents with training and resources where to search for advice from a reputable organization
  - It is likely that children will be using the internet and engaging with social media far more during this time. Staff must be aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children

The main areas of risk for our students can be summarised in:

- **Content, the child as a recipient:** spam, hacking, violent or harmful content, pornographic content, unwelcome sexual comments, bias racist and extremist content, misleading info/advice, body image and self-esteem, distressing or offensive content
- **Contact, the child as a participant:** tracking, harvesting data, sharing personal information, being bullied, harassed or stalked, meeting strangers, sexualised, bullying (including sexting), grooming, Online child sexual exploitation, self-harm and suicide, grooming for extremism conduct
- **Conduct, the child as an actor:** Illegal downloading, hacking, gambling, privacy, bullying, harassing or stalking others, creating and uploading inappropriate or illegal content (including “sexting”), unhealthy/inappropriate sexual relationships, child on child sexualised or harmful behaviour, providing misleading information and advice, encouraging others to take risks online, sharing extremist views, problematic Internet use or “addiction” (shopping, gaming, pornography, gambling), plagiarism.

**Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in the child protection policy and report to the designated safeguarding lead.**



## Children with additional educational needs (AEN)

**These children run a higher risk of exclusion in the absence of face to face interaction and support.** Disruption and / or lack of education over these months can make it even more difficult for them to follow the class once back to the “normal school”.

Schools must therefore provide reasonable adjustments to ensure that this group is not excluded from learning online

Schools might want to consider whether one-to-one sessions could be appropriate in some circumstances

Ongoing communication with parents should take place to agree on measures and to work out the best way to support the child

Please find below some suggestions from our side.

### 1) Routines:

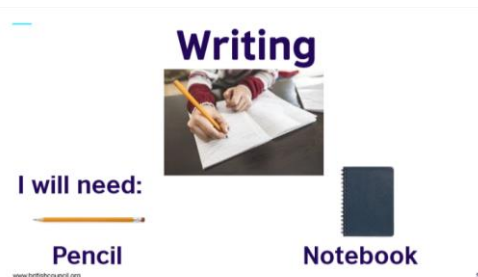
Although setting has changed from the classroom to the computer, it does not mean we have to abandon routines. Our students and our students with AEN benefit from routines and not having the anxiety of not knowing what is next in the classroom. If possible, take any routines from your face to face classroom or establish any new routines that you think would be useful.

*Examples:*

- *Getting the students to complete the register routine*
- *Singing routine songs with young learners*
- *Having a behaviour system such as class versus teacher in place*
- *Completing a reflection at the end of a class by grabbing something that represents the colour of how they felt the lesson was (green for good, etc.)*

### 2) Preparation slides

In order to help students, prepare for the next task, it may be beneficial to put a PowerPoint slide before the activity to signpost the next activity and the resources the student will need.



### 3) PowerPoint for students

Students with AEN often require additional resources or time in order to access activities within the class. As this is not always possible within the current setting, it may be beneficial for the student to have had access to a basic version of the material that will be explored within class, so they can begin to think of ideas and answers prior to the start of class.

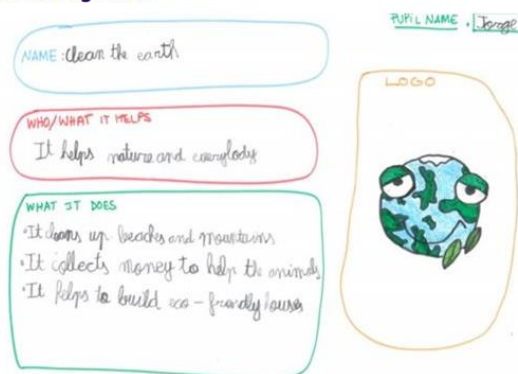
### 4) Relatable

Often within class we can use gestures and additional resources in order to help students understand what the teacher says. Students with AEN often need language explained in a relatable and engaging fashion, therefore it may be beneficial to adapt images and resources in order to help students understand meaning. For example, a teacher recently adapted the images in her PowerPoint of people fundraising to images of children fundraising in a school setting to make it more accessible and relatable to her students. However, as we are all staying at home, we can introduce realia from our house and the student's house into our classroom when playing games or explaining language.

### 5) Confidence

Teachers are beginning to gain a grasp on how to use and navigate the new platforms that we are using to teach, but this is also the case for many of our students, for a student with AEN this can be particularly daunting. It is vital to incorporate praise and constructive feedback into our class to give students additional confidence. This praise can be delivered verbally or shown on screen. Within class some teachers have been adding feedback to their sessions and copying students' projects into their PowerPoints in order to motivate other students and give students confidence. This project does not always have to be the project that is 'the best' but maybe from a student that has demonstrated a lot of progress.

#### Last week's Projects



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## 6) Instructions

When using an online platform sometimes we may have technical difficulties meaning that we cannot always be clear when giving our instructions. This may lead to students missing key parts of the instructions and making avoidable mistakes in their work, this can be especially difficult for students with a hearing impairment. Coordinators can create step by step lesson plans for online session. It may be beneficial to have these lesson plans open during the session and copying and pasting instructions from the plan into a student's private chat, so they have a grasp of what is expected of them in certain tasks.

## **Wellbeing of staff members**

The health and well-being of our colleagues is of fundamental importance, not just as an end but also as a means of supporting engagement and productivity.

The current scenario has turned our world upside down. In terms of physical health, we have been asked to stay at home, wash our hands on a regular basis, etc. Something easy to do and that we can control. But in regard to mental health and wellbeing this situation has no precedent. We tap into the feeling of "there's nothing we can do" since the future is uncertain, we cannot predict how long this is going to last, since we may lose our jobs and even get ill and need to try to reach the point of "well, here's something we can do."

**Therefore, in the current context and more than ever, the wellbeing of staff members should be included in the "duty of care" of schools and action to support them should be articulated.**

We suggest you structure your work around identifying what we can control and what not. And focus on what we can control and how:

1. Offer a space for this to happen.

We are clear that this work is not the sole responsibility of one person. There is an amazing English word for it, we share a "duty of care".

You could for example offer a "coffee time" where staff members can join online and talk to each other, or work out a "newsletter" where you can place interviews with staff members, photos from activities etc.

A feeling of belonging will be welcome by all.

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## 2. Explore talents within your group

Who can do what? Deliver a wellbeing talk? Offer coaching sessions? Offer some activities for staff with young children at home?

## 3. Establish a framework

There is a need to have an action plan in place with deadlines and person in charge. Just make sure that one person in your team (again to be organized is a talent) takes notes from meetings where actions are planned and follows up on these.

## 4. Listen to the needs of staff

If you have people from different departments and roles it is easy to “hear” what they would like to happen.

## 5. Look at available resources from Internet

A lot of resources are available for staff members. Maybe as company you even have an Employee Support Programme. Make sure you share the most relevant links with your staff members.

## 6. Is somebody missing?

As well as monitoring attendance with students, check if all staff members are well. We suggest you offer an email address, where staff members can share their concerns confidentially and seek for support.

## **Additional resources for schools and families**

The following are resources from the Partner Schools Global Network (PSGN) for schools which can be shared with partner schools, partners working with children, parents or even your own children. If you would like access please contact us at [protecciondelainfancia@britishcouncil.es](mailto:protecciondelainfancia@britishcouncil.es)

- Online Safety Resource for Schools - Partner Schools Global Network
- Digital Life Hack for Kids - Partner Schools Global Network
- Digital Life Hack for Parents Carers- Partner Schools Global Network

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**External resources on risks for vulnerable adults with respect to Covid-19:**

<https://www.communitycare.co.uk/2020/03/23/covid-19-increased-isolation-risks-worsening-level-severity-domestic-abuse/>

<https://www.bond.org.uk/resources-support/coronavirus-covid-19>

<https://www.hrw.org/news/2020/03/26/uk-covid-19-law-puts-rights-people-disabilities-risk>

**Resources/advice for teachers on how to remote teach safely:**

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

<https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools/>

<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

<https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools/> - hosting live streaming sessions for education purposes

<https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools/> - use of social media and how to safeguard children

<https://www.tes.com/news/coronavirus-10-safeguarding-rules-teachers-home>

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

E-SAEFTY RISK ASSESSMENT AND ACTION PLAN						
Name of Project: Home School / virtual teaching via O365						
E-Safety Project Lead:						
Date Reviewed:						
E-Safety Standard	Risk Description	Risk considerations	Lead Person	Action taken to reduce risk	Status	Manager Comments
1	<b>Informed parental Consent</b> - Written parental consent gained before beginning the project.	<b>Why?</b> - Consent allows parents to make an informed decision about whether to allow their child to take part in the project. It also is an outward signal to parents that the British Council School takes online safety seriously.	<b>How?</b> - The consent must contain specific details of the project and safeguards being put in place. If it is a platform where parents can be given access, this should be made explicit here, including guidance on how to contribute appropriately and safely.			
	<b>Education and Awareness Raising</b> - YLs educated on how to stay safe online and in how to use the particular platform safely before the project begins.	<b>Why?</b> - It is critically important to give users, especially children the space and opportunities where they can develop their e-safety knowledge. For the digital space, this includes educating them about how to recognise and report things which concern them, and areas such as privacy and risky behaviour. They can then reap the benefits of the digital age and keep themselves safe online.	Online safety policy details school approach			

	<p><b>Moderation</b> - More than one (police checked) moderator or administrator in place to monitor the platform and detect potential child abuse or breach of House Rules</p>	<p><b>Why?</b> - Moderation is an activity or process whereby a person is responsible for reviewing content posted by users. It is used to try and help keep chat and interactive services safe for children and provide a positive user experience by removing unsafe, inappropriate and offensive posts. Although the fact that a service is moderated is not a guarantee of a child's safety, it does provide an important service to improve the environment. Moderators must know their responsibilities, and the appropriate action to take if they see something inappropriate, for example: removing posts containing bad language, and reporting suspected child abuse, etc.</p>					
	<p><b>Privacy and Controls</b> - Privacy tools and controls activated to keep children safe when they're using the platform.</p>	<p><b>Why?</b> - Privacy tools and controls are crucial for keeping young users safe on platforms. Children and young people are often excited to post personal information such as their name and contact details, or pictures and videos of what they're doing. But they need to understand that protecting their online identities and reputation is very important.</p>					
	<p><b>Child Sexual Abuse Content or Illegal Contact</b> - Dedicated resources in place to detect and prevent child sexual abuse content and child sexual exploitation.</p>	<p><b>Why?</b> - To a child sex offender, online platforms represent an opportunity to gain virtual access to children to sexually exploit them and/or to share child sexual abuse content with others. By using platforms with children, we have a vital role to play in protecting them.</p>	<p><b>How?</b> - Ensure all of the standards of the risk assessment are in place and the risk around child sexual abuse content and illegal contact should be severely reduced. It is essential children know how to report any concerning activity they encounter and that such reports are escalated to the safeguarding lead for investigation (or the Police if the child is at high or immediate risk of danger) .Moderators/administrators must also be formally</p>				

	<p><b>Managing Content -</b> House Rules created which give a clear definition of what is acceptable and what is not acceptable on the platform.</p>	<p><b>Why?</b> - 'House Rules' allow users to interact in a safe environment which protects them from inappropriate material and abuse.</p>	<p><b>How?</b> - Set 'House Rules' with YL's at the beginning of the project which clearly outline what is acceptable and not acceptable conduct and what sanctions will be enacted if these rules are broken .Ensure the 'House Rules' prohibit behaviour such as threats or harassment of others, hate speech, threats of violence, and posting someone else's private information.</p>				
	<p><b>Dealing with Inappropriate Behaviour or 'abuse'</b> Mechanism in place for dealing with inappropriate behaviour by students (including cyber bullying) or by staff. Including anything which makes children or staff feel uncertain, uncomfortable or fearful. The school should be aware of any kind of abuse, cyberbullying or bullying that may occurred amongst students outside the school if it is related to the school relationships</p>	<p><b>Why?</b> - Inappropriate behaviour or abuse has the power to cause distress or harm, exacerbating problems such as poor self-image, isolation and loneliness. It can lead to, among other things, self-harm and even suicide.</p>	<p><b>How?</b> - YL's and staff are informed at the beginning of the project through 'House Rules' and again through reminders, what content or behaviours constitute abuse and inappropriate behaviour. Make sure you enforce the rules and be very clear about the reasons for your decisions. Make sure children and staff know how to report abuse and that there is a system in place for sanctioning those who break the House Rules. Follow these consistently and ensure all staff involved in the project understand the process and are equipped to identify abusive or potentially abusive scenarios.</p>				



	<p><b>One to One Lessons: instructions in place for one to one interaction on line.</b></p>	<p><b>Why?</b>- One to one meetings with students makes the risk of child abuse higher and/or the misinterpretation of teacher/student interactions. The use of cameras for one to one lessons in Teams also allows students to make video calls to anyone in the school platform</p>	<p><b>How?</b>- One to one situations can occur when conducting and exam, talking with the student about his/her progress, listening to a disclosure on child protection or in Music lessons or counselling meetings. The adult (teacher, examiner, counsellor, etc) has to follow the guide for one to one interactions</p>				
	<p><b>Protecting personal data, image and voice during the lessons and meetings</b></p>	<p><b>Why?</b> - The personal data protection of the people involved can be vulnerable. Teachers and students lose control on their image and voice since one of the participants can make screenshots and use those images and share or record conversations or lessons.</p>	<p>Legal warning must be given to students and parents. The main risk situations are: One to one video lessons, individual meetings with students, meetings with parents, video lessons</p>				
	<p><b>Privacy and Controls</b> - Privacy tools and controls activated to keep children safe when they're using the platform.</p>	<p><b>Why?</b> - Privacy tools and controls are crucial for keeping young users safe on platforms. Children and young people are often excited to post personal information such as their name and contact details, or pictures and videos of what they're doing. But they need to understand that protecting their online identities and reputation is very important.</p>					