



Haileybury Astana

Online Education
for the Senior
School Term
1.2020

Safeguarding Guidance



Introduction

The document compliments the “online education for the Senior School: Term 1 2020: “A Guide for Pupils, Parents and Teachers” which outlines the application and expectations for Online learning. Its goal is to address the potential safeguarding concerns that online learning may raise, and to ensure these have been adequately considered and addressed.

Note that pupils, parents and staff will have all signed the relevant policies for acceptable use of ICT J01, J05 e-data and data security and B1 Videoconferencing.

- [J01 Acceptable use of ICT for pupils](#)
- [J05 e safety and data security policy](#)
- [B11 Video Conferencing policy](#)
- [C06 Behaviour rewards and consequences](#)

Oversight of Safeguarding during online education

Safeguarding risks may arise due to lack of confidence in using specific technical tools by staff and/or pupils.

For simplicity, security and oversight, the main platform for all Senior School lessons, homework, marking and feedback including streaming live lessons will be Firefly (KS3, KS4) / Managebac (KS5) and the G Suite of products associated with it. As detailed in the Technology concerns section, G Suite provides a very secure platform and infrastructure.

- Most staff are familiar or very familiar with it and there will be regular training for those that require it.
- Most pupils have been exposed to G Suite. Subject teachers will be the first point of call to ensure pupils understand the functionality.
- It is the responsibility of staff to ensure the suitability of any online resources that they direct pupils to outside of G Suite.

Safeguarding risks may arise due to lack of clarity for who has safeguarding responsibility whilst working online.

Successful online education requires the cooperation of the whole school community, both staff, pupils and parents. To ensure a consistent and clearly communicated approach is provided to all, key members of the staff have overall responsibility for its oversight.

- **Deputy Head Academic (Senior School)** (Georgios Mesazos)
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 - Delivery of an appropriate curriculum

- **IT Manager Timur Akhmerov** (itsupport@haileyburyastana.kz)
 - Maintenance of digital tools and services through oversight and support of IT personnel.

- **Deputy Head (Whole School) and Designated Safeguarding Lead (DSL)** (Inna Hakobyan) i.hakobyan@haileyburyastana.kz
 - Oversight of pastoral concerns and overall wellbeing of pupils

- **Teaching staff**
 - Support use of digital tools in a safe and pedagogically-sound manner.
 - Development, delivery and feedback of curricular outcomes.

What provisions are there in place to ensure continuous safeguarding oversight in the event of absence/illness and have these been adequately and clearly communicated to staff?

All safeguarding at the Senior School comes under the oversight of the DSL. My Concern will remain fully functional and the Headmaster, DSL and DDSLs will remain available as much as possible throughout the duration of online learning.

Are arrangements for online education developed by individual departments / teachers or school-wide?

The expectations and guidelines are approved by the Senior School SLT and are school wide. The G Suite platform is common to all Departments and to all pupils.

Departments and subject teachers have developed their own teaching and learning strategies based on their professional judgment given the age of the pupils and the subject specific content or demands.

Are current school policies sufficient or is further guidance required; if new documentation is being developed has this been adequately communicated to staff?

This document and the “online education for the Senior School: Term 1 2020: A Guide for Pupils, Parents and Teachers” have been written along with the policy on Video conferencing policy to assist and enhance the existing policies on acceptable use of ICT and e-safety.

These will be circulated to staff, pupils and parents, and are live documents which will be updated as necessary.

Training and Support

Do teachers need to be trained in:

- ***the use of new software, platforms etc.***
- ***potential safeguarding issues in remote teaching and appropriate responses;***
- ***reporting safeguarding issues encountered in remote teaching;***
- ***checking the suitability of any online source that they recommend?***

The deliberate decision to concentrate the teaching and learning for online education on the G Suite platform ensures that:

- Most users are already experienced on it
- We can concentrate our training on a small number of common applications We avoid raising safeguarding concerns by introducing a large number of new platforms or applications

The school will decide on video conferencing of live lessons which will be the only application to be adopted across the school as part of the online education.

- To ensure this is used safely a number of in-person training sessions will take place. Guides will be distributed to outline a) how to use the application and b) checklists for using the software tools (including suitable environment, recording etc.).
- To ensure the software is not misused by pupils, it has been ensured that staff create and invite pupils to a video call, but pupils themselves are not able to create new sessions.
- The chosen video-conferencing tool will be decided upon, not only due its integration with other tools, but because of its robust privacy and security settings

Technological Concerns

Safeguarding risks may arise due to lack of confidence in using specific technical tools by staff and/or pupils.

Staff and pupils will receive technological support throughout online education via:

- Production and distribution of digital support materials such as videos and text guides.
- The content of the media will reflect raised concerns or suggested best practice.

- Technological support delivered by IT staff
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Staff, pupils and parents will be provided with the online learning guide.

What safeguarding checks has the school conducted on the online learning platforms?

- The school will choose the platform for digital instruction.
- The package will allow the school to retain ownership of any data stored in the platform and also ensure its protection using industry-standard encryption and storage.
- The platform is not monetised via advertisements nor the collection and/or selling of any data of its users.
- This is the case for all core applications.
- Data remains fully secured within our HAS Google cloud domain and is protected in accordance with European Data Privacy laws (DPA 2018 and GDPR 2018) and the EU-US Privacy Shield regulations.

How do these platforms support the monitoring of the lesson content being delivered to pupils in response to concerns raised?

- The platform provides a teacher-managed environment for information sharing and collaborative working.
- Folders provide a permissions-controlled environment for sharing files under the direction of departmental staff.
- The platform provides for teacher-controlled invitations to join (and live monitoring during) interactive video or audio conference sessions.

Do these platforms allow teachers to disable microphones and video cameras? What other safeguarding practices are in place for devices which use audio and video.

The commended school tool will be used during online education that makes use of audio and video hardware.

- Staff have the ability in this tool to mute participants but cannot enable audio or video of participants.
- Staff must use their school-moderated account and any other application designated by the school for all video and audio conferencing.

What firewalls and filtering are in place for staff and pupils during online education? Does further technological advice need to be shared with parents?

Typical practices and procedures that require school data can be worked on remotely without it having to leave the school's network (either the internal network or the external Google network).

- The school's network and internal services are secured behind an industrystandard firewall.
- The firewall utilises several mechanisms to provide web filtering, anti-malware and anti-hacking protection to our internal services.
- Remote access for staff to the school Management Information System is protected by a remote access portal on the firewall, which uses 2-Factor Authentication to strengthen the conventional login process.
- The school's external Google network is also protected by an entry gateway to prevent unauthorised access to the school Google domain and resources.

Are staff using their own equipment (such as laptops) or is the school providing some or all necessary equipment.

The school provides teaching staff with a laptop for instruction in class and during online education.

What safeguarding arrangements are in place for the use of online resources?

Staff are encouraged to make use of the vetted educational tools the school subscribes to.

- If staff are referencing or linking to other online services or media, they have been advised to ensure these have been properly checked for suitability with a degree of professional judgement required (e.g. watching a full video etc.)

Communication

How staff, pupils and parents will be informed of all changes and expectations, including the reporting of concerns and incidents.

Key communications will be distributed via email and iSAMS whilst working online. Pastoral and/or academic concerns should be passed on to the House Tutor(s) of the child, or children, involved in the usual way.

All safeguarding concerns should be logged according to the Safeguarding policy on My Concern. The Headmaster, DSL and DDSLs will remain as much as possible to support should there be any issue whilst working online.

The clarity and accessibility of any new contact details and procedures to update.

iSAMS, the school Management Information System, is updated with any changes of contact details i.e. telephone numbers or email addresses if/when advised by parents.

- Staff have access to iSAMS, and therefore timely contact information, via a registered device while offsite, with security checks such as 2-Factor Authentication ensuring the data remains secure.

Whether, when and how staff may or should contact pupils.

The vast majority of staff contact with pupils should be via the platforms designated by the school.

There may be occasions when it is necessary to talk to an individual pupil for safeguarding, EAL, SFL or pastoral reasons. If this is done by video, then it should be conducted using the designated platform and the guidance should be followed regarding 1-1 calls. During these calls staff should record their 1-1 meet or have someone else present in the room for safeguarding reasons.

Whether, when and how pupils may or should contact staff.

Pupils are only permitted to contact staff using education suite of tools (e.g. Firefly, Zoom, Microsoft Office Google Classroom, Google Meet) while using their schoolmoderated G Suite account.

The reporting of concerns or incidents.

If parents or pupils experience any **pastoral** or **behavioural** concerns whilst working online, they should report directly with their House Tutor who will inform their Housemaster / Housemistress if necessary and follow up within one working day. As a school we endeavour to resolve pastoral concerns as swiftly as possible.

Arrangements for listening to pupils' views.

The views of our pupil community are of the utmost importance and very much drive developments within the Senior School. So that we, as a school, can continue to listen to the pupils and promptly address any issues or concerns, the PLT (Pupil Leadership Team) will continue to meet whilst working online and regularly provide feedback to the SLT.

The school also has in place a series of surveys for key stakeholders, including pupils, to help evaluate our online education provision. These shall be distributed in due course and feedback actioned.

Live-video Teaching

Key considerations:

The school wishes to make the best use of video-conferencing to support pupils in Online teaching. Feedback from pupils is that they both enjoy and desire the environment of the classroom even online. It supports their learning and through social interactions with teachers and peers and in this way, it helps to support their mental wellbeing. However, there are potential pitfalls which have been identified and addressed, namely:

- Synchronous (real-time) timetabling of video teaching may not suit all pupils and staff
- Pupils and staff who have intermittent / inconsistent internet connection
- Families with multiple children attempting to use devices concurrently
- Families whose children share a learning space
- The additional screen-time and its associated health effects
- Home commitments of pupils and staff
- Families may be dealing with illness at home
- Move from active engaged learning to a more passive and consumptive experience.

Clarification of behavioural expectations in remote teaching/conferencing or presentations and reinforcement of appropriate boundaries.

Expectations on the setting and delivery of online education by staff has been explicitly outlined in the Guide to online education for Pupils, Parents and Teachers.

Key safeguarding instructions include:

- Staff and pupils are only to use the platforms as directed by the school for video instruction whilst logged in using their school account.

- These will have a number of security [provisions built-in to the application](#) and complements the other online programs and other platforms utilised by the school.
- This will only take place during normal school hours (8:30am - 3:30pm).
- It will only proceed if a minimum of two pupils are in attendance.
- Staff and pupils are only to participate in broadcasts when appropriately dressed (e.g. pyjamas are not permitted).
- Staff and pupils are to participate in broadcasts from publically accessible locations within their home.
- Staff and pupils are reminded to be aware of any personal items in the background of video and any personal ambient audio.

During instruction via video pupils are encouraged to mute their microphones as per remote conferencing etiquette. Staff are able to mute pupil devices via Google Meet but are unable to turn audio on.

What is the purpose for using video-conferencing in remote teaching? What provisions are in place to ensure it is not exclusionary and addresses key safeguarding concerns?

The purpose for live-video teaching during online education is to:

- Support pupil and teacher engagement
- Support learning outcomes for pupils
- Address concerns around lesson content
- Provide social touchpoint and interaction

Move from active engaged learning to a more passive and consumptive experience.

- Video instruction can be used as a consolidation tool or to go through new concepts with the pupils, in conjunction with their introduction via other media.
- The aim of a live lesson is to promote engaged back-and-forth interaction with the class.
- The experience should seek to mimic the benefits of pupil teacher

interaction in a normal class.

Expectations for behaviour

- The expectations for academic engagement, effort and behavior that the school holds its pupils to when at school equally still apply during online education. Pupils are advised that the acceptable use policies detailed in the introduction, which outline the school's expectations on how technology should be used, and indeed the Senior School Behaviour, Rewards and Sanctions policy remain in effect whilst working online.

Inappropriate behaviour

- No behaviour that would be inappropriate in class, would be acceptable in a live online lesson.
- Etiquette for live teaching is included in the pupils guide.

Accidental exposure to unsuitable activity

- Staff have been given advice and support in using video-conferencing to raise awareness of potential safeguarding issues including:
 - ensuring appropriate dress of all participants
 - ensuring background and ambient audio is appropriate
 - utilising the mute button for pupils if behaviour is inappropriate
 - raising safeguarding concerns
- Pupils have also been given similar advice via the Pupil and Parent Guide to online education

When and how participation in remote teaching should be registered?

For each lesson there will be a registration question in the appropriate Classroom. Pupils should start every timetabled lesson by loading the appropriate classroom and registering.

Personal Data and Data Protection

Does online education involve the sharing of personal data, and if so to what extent.

Online education utilises the technologies the school has already been using in normal on-site instruction.

- Predominantly the set of tools designated by the school and some educational subscriptions services.
- If teaching staff identify novel products they wish to utilise during online Instruction, these will be assessed for suitability per normal vetting processes.

Staff can communicate via the designated online platforms (with or without video) using their school-issued email address.

- Some staff have access to the school's online telephone system for communicating with colleagues.
- Staff personal contact details can be found securely in the school's MIS.
- It is therefore not necessary that staff share this information with colleagues, but it may happen on an ad hoc and voluntary basis.
- It may also be the case that some staff have voluntarily shared numbers with parents.

Does online education raise concerns with data protection regulations and if so have these been adequately addressed?

The main concern is that with many more staff working online, and perhaps using personal devices, there is an increased risk of a data breach.

- Technology is in place which allows all staff to access central school systems securely, and there is no need to store personal data locally on devices.
- The risk is that staff will not operate in a secure way despite these

facilities.

The school prioritises the need to raise awareness of good eSafety procedures and in the context of online education practices relating to Data Protection in particular.

- The school has robust eSafety Policies in place, including Responsible Use Agreements; pupils and parents are made aware that the standards outlined within this document are still in the expected standard in the event of online education.
- In particular the sections on taking unauthorised recordings and acceptable online communication, needs to be highlighted as the school uses more video conferencing and text-based communication.

Online Behaviour

Do pupils know whom they can contact for help and support, whether pastoral or academic, as well as how to report any concerns, including online bullying.

The normal pastoral system is still operational during online education.

- Pupils may raise concerns with their House Tutor, subject teacher, Housemaster/mistress or any member of staff.
- Pupils have been advised of these provisions in the Pupil and Parent Guides to online education.

Do pupils understand what policies apply if they are using computers at home?

Staff and Pupils have been advised, via the Pupil and Parent Guides to online education and this guide.

Who is responsible for what pupils are doing in 'lesson' time.

Pupils have been given ownership for their learning.

- This is especially true in the Senior School where learning tasks are posted via designated platforms and it is through these platform that completed work is submitted for assessment by teaching staff.

Staff are expected to set engaging and curricular-based learning outcomes that match learning classroom experiences.

- Staff are expected to monitor the completion of work set by pupils and issue Tickets so that House Tutors and Housemasters/mistresses can be aware if pupils are failing to complete work in a suitable time scale.

Sanctions if pupils transgress the guidelines and what provisions are in place for reporting by staff.

The expectations of pupils' behaviour during online education are the same standards we expect of pupils during onsite instruction. Therefore, if pupils breach school rules, including those within the Responsible Use Agreements, normal school disciplinary sanctions will apply.



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Haileybury Astana is committed to safeguarding in all aspects of education.

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