Safeguarding: synchronous online music tuition

Contents

1   What is this?

Synchronous online instrumental tuition is: a music lesson in which students and teachers interact in a live teaching environment online.

There is a wealth of information about online safety and safeguarding for schools and those working with children.

However, there are few existing resources that focus on the safeguarding aspects of synchronous online tuition.

The aim of this guide is to help you consider, plan for and manage key aspects of online safety when developing synchronous online instrumental tuition for children and young people.

Whilst the guide refers to safeguarding considerations in regard to technology and staff, it does not provide detailed guidance on setting up and using hardware nor does it provide theory/guidance on the pedagogy of synchronous online instrumental tuition.

You can find more detail on the background and practice of synchronous online instrumental tuition, including choosing and setting up cameras/audio and adapting your teaching style, and much more at **www.nymaz.org.uk/connectresound/download-resources**

Throughout this guide, we refer to synchronous online instrumental tuition as *live video or live video in learning* to make the text more readable.

At the end of each section there are hyperlinks under 'Useful references' which signpost readers to further guidance around the use of live video in learning, safeguarding and instrumental tuition, and e-safety for schools.

Who is it for?

This guide is intended primarily for Music Education Hub managers and staff that are responsible for planning and managing the use of live video in instrumental tuition.

We assume the reader has knowledge of Music Hubs, instrumental music tuition and related general safeguarding considerations. We also assume that the reader has some knowledge of, or is learning about, the technical aspects of setting up and running a live video session.

2 How to use this guide

The guide is intended as a practical reference at all stages of a live video programme - during planning, when choosing a platform, in managing delivery as well as reviewing it once it is running.

Scope

This guide is designed to be used alongside other general online safety guidance and to inform overall safeguarding policies, procedures and training as regards the inclusion of live video.

It is very important to note that this guide is not intended in any way to replace existing safeguarding policies or systems. It should only be used as general guidance.

This guide assumes that the local Music Education Hub will be providing the online music tuition. It does not attempt to cover situations where schools buy in tuition from private music schools or individual teachers.

Whole class activities/ live broadcasting

This document is primarily focused on one to one lessons between a tutor and pupil. Many of the basic principles of setup and management may still be relevant, albeit to a lesser degree, to whole class activities - depending on the type of activity, the young people taking part and the specific setting. For much more detailed support on whole class lessons or broadcast style activities see:
www.nymaz.org.uk/connectresound/download-resources

About the author

Cliff Manning has over twenty years of experience developing digital services that enable people to access help, connect with others, create and learn. He is Head of Digital for Parent Zone – helping families thrive online – and an Associate for Carnegie UK Trust – focusing on ways to improve digital inclusion for young people in challenging circumstances. Cliff previously led on digital engagement for the Children's Commissioner for England. Find him on Twitter: **@cliffmanning.**

Shaped by you

This guide provides points to consider, some examples of how these may impact your programme and some strategies for mitigating risks. However, as every programme and setting will be different, how you respond, adapt and implement your solutions is for you to decide - we do not aim to provide a 'one size fits all' solution as this is a dynamic area of development that must evolve and adapt to meet needs in different settings.

We will be regularly reviewing this guidance to make sure that we learn from and reflect practice and new developments in live video learning. If you have any comments, suggestions or questions about this document, or about safeguarding and online music tuition in general, please email **info@nymaz.org.uk**

It is also recommended that you sign up to the NYMAZ Remote Music Learning Network and join our community of practitioners working and sharing practice in this area. Membership is free of charge.
www.nymaz.org.uk/for-professionals/remote

Points to consider: Using this guide

- This guide **does not** replace any existing policies and procedures and is for information only
- What stage is your live video programme at?
- How will this guide be used in the programme? By whom?
- How does this guide relate to other guidance?
- How can you help improve this guide?

Useful references: Using this guide

Connect: Resound
www.nymaz.org.uk/connectresound

ISM safeguarding practice
www.ism.org/advice/ism-safeguarding-child-protection-policy-code-of-practice-and-procedures

Musicians Union child protection and safeguarding
www.musiciansunion.org.uk/Files/Guides/Education/Toolkit/Child-protection-and-safeguarding

3   Context of live video within wider safeguarding

Statutory guidance

The Department for Education's (DfE) statutory guidance '**Keeping Children Safe in Education**'obliges schools and colleges in England to *"ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or college's IT system."*

However, it also recognises the value of being online and that schools *"should be careful that 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding."*

In addition to the functional aspects of access to the internet, the DfE statutory guidance also includes requirements for staff and pupils to learn about online safety and be kept updated on best practice. Online safety should be part of a whole school culture of safeguarding:

> *Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with advice from the local three safeguarding partners.* [1]

> *In addition, all staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.*

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[1] Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Opportunity should therefore be provided for staff to contribute to and shape safeguarding arrangements and child protection policy.

When developing a live video programme for schools it is important that Hubs are aware of these requirements. The programme needs to have *appropriate monitoring systems in place* so that schools do not place *unreasonable restrictions* on it.

Consideration should also be given to how the live video safeguarding will complement and benefit from broader online safety training and reporting mechanisms.

This will not only assist schools in supporting the programme, but it will also provide a more effective and holistic safeguarding culture for pupils.

*An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to **identify**, **intervene** in, and **escalate** any incident where appropriate.*

Pupil development

Alongside considering the live video programme in the context of whole school, thought should also be given to the skills and understanding that pupils will have about online safety at different ages.

The potential safeguarding risks, the requirements for support and the opportunities for learning will vary for different age groups.

The **Education for a Connected World framework,** developed by the **UK Council for Internet Safety (UKCIS)**, is a helpful tool to consider how the use of live video and its associated risks/opportunities sit within children's broader understanding at different ages.

The framework provides an easy to follow overview of key online skills and understanding at different ages within eight streams. Live video has particular relevance to the Privacy and Security and Managing Online Information streams, but many other skills will be relevant.

The framework provides a simple way for organisations to consider how online activity, content or settings can better support children's resilience to digital risks and improve their ability to benefit from the opportunities.

Broader online safety education

Understanding the context of live video within a whole school policy or in relation to an individual pupil's age is helpful in improving safeguarding.

However, Hubs should also consider how their live video programme can also actively help improve pupil and staff online skills and safety. Live video provides many positive opportunities to reiterate, strengthen and expand the online skills and understanding of both pupils and staff, beyond the music learning outcomes. For example: using webcams safely, how to block and report people; and the importance of telling someone they are worried about something online.

Teachers and pupils should be reminded that any concerns about online abuse or the way someone has been communicating online should be reported to CEOP (Child Exploitation and Online Protection Command) **www.ceop.police.uk/safety-centre/.**

Points to consider: Wider safeguarding context

- How does the Music Hub programme meet and support a school's statutory requirements?
- What mechanisms are in place to achieve this?
- Who decides on what is filtered by the school? How are those decisions made and reviewed?

- How will safeguarding in relation to live video be included in school staff general safeguarding training?
- Who will be responsible for training and updates? How will updates be shared?
- Can staff contribute to and shape the safeguarding arrangements relating to live video?
- How can live video for music tuition help pupils to develop their broader online skills, understanding and resilience?

Useful references: Wider safeguarding context

DfE 'Keeping Children Safe in Education'
www.gov.uk/government/publications/keeping-children-safe-in-education--2

UKCIS Education for a Connected World framework
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683895/Education_for_a_connected_world_PDF.PDF

CEOP
www.ceop.police.uk/safety-centre/

Internet Watch Foundation
www.iwf.org.uk/

BBC Own It - advice and information for children about online life
www.bbc.com/ownit

TES – age appropriate teaching packs regarding young people's rights on social media
www.tes.com/teaching-resources/digital-citizenship

4   Staff responsibilities and skills

Recruitment and training

All Music Education Hubs should have safeguarding policies and procedures in place which cover the recruitment, training and supervision of instrumental teachers with regard to safeguarding and child protection. Staff delivering lessons online must be fully trained in both the technical and safeguarding issues specific to live video before they deliver any lessons. They should also have a good, up-to-date knowledge of the broader online safety risks and policies in relation to the age of young people they are working with. Completion of training should be documented and reviewed at regular intervals.

In order to achieve this, management staff must also be fully aware of safeguarding issues relating to live video and know what processes and systems are in place to mitigate risks and escalate any concerns.

Overall management of the live video system should be clearly designated to suitably trained staff. These staff members will require additional technical training on administering the system, managing data and recordings securely as well as being able to provide reports as required. System administrators should be overseen by senior management and any advisory/safeguarding board to ensure procedures are robust and adhered to. Regular checks should be made to monitor this.

Where any third party is used to set up or manage the live video system there should be a clear definition of responsibilities and the appropriate safeguarding policies should be in place and readily available to all. Third party staff who have access to the live video system should be clearly identified and any access levels routinely reviewed as part of general online safety and data security procedures. A clear protocol must be established for handing over the system, access and any data to another organisation in the event of any change of provision.

Schools will have policies and procedures in place for visits and tuition by non-school staff. Together, schools and Music Hubs/Services must

ensure that instrumental teachers and support staff and volunteers are appropriately recruited, trained, informed and supervised according to these procedures, whether the contact is taking place online or face-to-face.

All of these training and staffing guidelines should also complement, and be included in, wider safety and data protection policies.

Use of devices and equipment

The school staff responsible for any equipment used for the live video lessons should be provided with clear guidance and training on how to appropriately set up, manage and switch off the system. Leaving children and untrained staff to be responsible for logging out of systems or switching off cameras is generally not appropriate.

Similarly, Hub staff should be fully trained in managing the equipment used to deliver live video and have someone they can report any incidents to.

Points to consider: Staff and training

- How will staff be trained to deliver live video tuition? Does this include adequate online safety training?
- How will this training be tracked and reviewed?
- Who will be responsible for managing the live video platform? How will they be trained?
- Who provides oversight to the system administrators?
- What happens when a member of staff leaves or the platform provider is changed?
- How will school staff be trained on the appropriate use of equipment?
- Who has access to the equipment in school?
- Who logs and tracks any technical issues?

Useful references: Staff and training

Musicians Union: Safeguarding
www.musiciansunion.org.uk/Home/Advice/Education/Safeguarding-Child-Protection

NSPCC: Safeguarding for the performing arts
https://learning.nspcc.org.uk/safeguarding-child-protection/for-performing-arts/

NSPCC: Safeguarding training
https://learning.nspcc.org.uk/training/

CEOP: Think U Know (guidance, training and other resources)
www.thinkuknow.co.uk/professionals/

Ineque: Safeguarding training with an emphasis on online safety
https://ineqe.com/

Parent Info : Advice for families
https://parentinfo.org/

Ofcom: Making sense of media research
www.ofcom.org.uk/research-and-data/media-literacy-research

5　Live video platforms

Choosing a platform

Choosing the platform to use for live video will be a critical part of any programme. Hubs will need to decide on the video conferencing tools that best meet the needs of the Music Hub and its partners, in conjunction with all network providers e.g. Local Authority and Local Education Authority ICT departments.

There are many options available for live video. New services are launched and existing ones are developed constantly. It is therefore not practical, nor advisable, to recommend any particular service. Yet, there are some key features that will help improve safeguarding of live video.

It may not be feasible for a Hub to find a platform that has all of these features, is affordable and is practical for use in their setting. However, Hubs should consider what is possible and understand the impact where the full set of features is not an option.

Free versus paid-for services

Whilst many platforms are available to use for free, these versions are probably unsuitable for a live video programme offered by a Hub. For example, they often include advertising/ similar promotions or limit the length of video calls or the number of participants, which may make the system unsuitable for delivering lessons or webinars. However, free versions and trials may be a good option for programme administrators to test different services and to assess their compatibility with existing IT systems.

Paid-for services do not usually include advertising and tend to offer more advanced features. There may be several tiers of paid for-service. Choosing the most appropriate tier will most likely be determined by the size of the programme and the total cost.

Payment

Paid-for versions may be costed on a per-user basis and charged on a monthly basis. Many services may only be purchased using a credit card. When choosing a platform consideration must be given to the ongoing costs, how these may increase and how payment will be made. Whilst these factors are not directly related to safeguarding, the systems reliability and management will influence safeguarding.

In summary, paid-for versions (business or pro level) are probably required as a minimum for Hubs. Enterprise level solutions are unlikely to be necessary - especially in the first phase of a programme.

User management

Managing access to the service will be one of the most important considerations when choosing a solution. Given that it is necessary to limit access, track usage and monitor settings, the best technical solution will be one that allows for a level of centralised user management.

The live video service should allow an administrator to:
- Set up and create accounts with differentiated levels of access and rights
- Suspend or delete users
- Switch features on and off for users
- Track user activity e.g. last date logged in

Depending on the complexity of the service it may also be possible to upload/auto create logins; use a Single Sign-On system (SSO); assign different roles to subsets of users e.g. parents; monitor sessions live; force sessions to end; and generate reports. Whether these features are required will depend on the number of users and the resources available.

A centralised user management system allows the Hub to ensure the service is set up in the most appropriate way for all users rather than relying on individuals to set up and manage their own individual accounts. User management also provides some oversight of activity.

Having a record of who used the system is valuable in resolving any safeguarding issues that may arise.

The administrator of a service has quite a significant responsibility for setting up, securing and managing the service. It is therefore essential that the number of admin accounts is limited, that all admins receive the relevant training and support, and that strict procedures are followed to maintain the security of the system.

Child accounts

When choosing a live video solution special consideration should be given to how children will access the service.

Ideally, no personal data should be collected about children using the system. This may not always be practical in the case of live video for music lessons, but pupil registration, learning progression and attendance and so on does not necessarily need to all be handled by the live video system. For example, pupils could be given a one-time link to access their live video lesson via a parent or teacher, without having to register or log in themselves.

The advantages of this approach are that a child's personal information is not shared with the video platform; access to video is not linked to an individual child's personal details; and teachers may be able to deliver live video lessons without having personal contact details for the child.

If a school or authority already uses a Single Sign On system (SSO) this may provide a way for sessions to be linked to an individual's learning record without them having to give out any personal details to the music teacher. How this will work and what integration is possible will depend on the learning system used in the schools the Hub is working with.

If it is essential for children to register for live video lessons and to log in or create a profile then additional consideration should be given to what data is collected, how it may be used/accessed and the consents required. Any data collection must be compliant with **GDPR** and broader ICO requirements.

If creating accounts for children you must consider:

- Is it essential for them to create an account?
- What information is essential for the delivery of live video lessons?
- Do you have appropriate parent/carer/child consent? How is this reviewed?
- How is data stored and used? Who has access to it?
- What is the potential risk for the child if an unauthorised person accesses the data or if it is used in an unauthorised way? How is this reported?
- How can data be removed if requested?

In addition to data management, it is essential to understand what access/ability children will have when using the live video system - whether they log in or not.

For example, is there any way children can use the system outside of the agreed lessons? Can they initiate calls? Can they be contacted by anyone other than the music tutor? Is there any way for them to share other contact details – e.g. by adding social media links, phone numbers or email addresses to the system?

Some of these will be dependent on appropriate use by child and tutor and having clear guidance but some can be controlled or mitigated by having a suitable user management system on the live video system itself.

Scheduling

Many live video systems will allow you to schedule sessions in advance, often allowing integration into calendar systems. Scheduling is very useful for ensuring tutors, teachers, parents and pupils have all the relevant details before the session. It also allows for easy management and tracking of sessions that have been run. Ensuring that all sessions are scheduled and logged in the system before they occur provides additional oversight for safeguarding.

Additional features

Alongside live video, many systems provide additional features that may enhance the lesson. Care should be taken when deciding which features to use and how such features are managed.

Ideally, extra features should only be enabled when a clear case has been made for their inclusion, including understanding and mitigating for any risks they may pose. Additional features should not be enabled unless staff have been fully trained on how to use them and understand the related risks, as well as how to manage them. Additional features should not be enabled unless children, teachers and parents are aware of them and consent has been granted.

Screen sharing & file sharing

Some live video services allow the session tutor to share their computer screen with the pupil or to directly share a file. This can be useful for teaching but think about what content is shared and who can share.

- Are hosts able to share images and videos?
- Are hosts able to show websites?
- Are children able to share their screen or files?

If the answer to any of the questions above is 'yes', then consideration should be given to what systems or processes are in place to reduce the risk of tutors sharing unauthorised or inappropriate content. For example, are there suitable web filters in place to reduce the risk of a tutor sharing an inappropriate website with a child? If it is required that tutors share images or videos, what systems or processes are in place to reduce the risk of tutors sharing unauthorised content? For example, have USBs been disabled to reduce the risk of a tutor uploading their own content?

If sharing content is required and the possible risks have been considered is there any mechanism to track when this feature is used or to record what is shared? Perhaps a centrally managed library of content can be set up and all content is accessed from there? This would provide some oversight and consistency but still allow pupils to access files when needed.

Chat & instant messaging

Alongside communication by video, some systems allow participants to send and receive messages via text. Chat/Instant Messaging may be useful in a group session or for large webinars where it can provide a route to ask questions without getting in the way of the main presentation. However, as with screen and file sharing, careful consideration should be given to who can chat, what can be shared and how conversations are monitored/recorded.

Moderation

Live chat can be particularly difficult to manage from a safeguarding perspective as it requires careful moderation. It should only be used where it adds significant value to the lesson and where there is suitable moderation and reporting in place. For example, if chat messages are deleted by a tutor or a pupil, they should still be available for administrators to access if required as evidence.

Recording video

The ability to record and review live video lessons can be valuable for teaching. It can also be valuable for safeguarding, if managed appropriately.

If sessions are recorded, children and parents must be aware of this; understand how it will be used; and give their consent. Consideration should be given to the viability of lessons if consent is not given i.e. are there any alternatives?

Storage/security

Recording video can take up considerable bandwidth and space. Hubs must think about how this will be managed and any impact there may be if bandwidth or space is not available.

It is essential that the recordings are stored with full consent of the participants, and that the storage of the recordings is carefully managed and secure. Access should only be given to essential staff and, ideally, it should be logged in some way. Consideration should also be given to whether staff require the ability to download copies of the videos or if they are only available for viewing centrally. If copies are

downloaded this can increase the risk of loss or misappropriate use/sharing.

Retention

A clear retention policy should also be developed, and all staff should be aware of this and how and when content will be deleted. Some systems enable administrators to set global retention policies and to automatically delete content when required. This can be useful to ensure adherence to policies, but it should still be possible to manually remove content if requested and if consent is withdrawn.

As video provides valuable safeguarding information, access to delete it should be carefully limited and tracked. For example, a tutor delivering a lesson should not be able to delete the recordings themselves.

If additional features have been enabled such as chat, then these should also be recorded alongside the video to ensure they reflect each other and that nothing inappropriate is shared or discussed outside of the video recording.

Backgrounds

If live video lessons are taking place in a busy environment, thought should be given to the recording of children that are in the background and any possible data/consent issues this may cause. Some video services now include the ability to blur the background and focus only on the main person in the frame. This can be useful in avoiding recording children in the background and for 'depersonalising'settings, for example, if a tutor is delivering the lesson from their own home. For more details, click here.

Accessibility

When choosing a suitable live video service, it is important to understand how accessible the service will be for users and if there are any particular benefits or restrictions. Some services will allow users to personalise controls or to support assistive devices. It is likely that not all additional needs will be fully supported by a single live video service, however, consideration should be given as to the impact of this and how the system may integrate with other support systems.

Integration with existing systems

It may be necessary to utilise an existing live video service already used by a school or authority. Similarly, it may be necessary to integrate a live video service with an existing system such as a learning platform.

The specifics of how this will work, what is required, and which services would be suitable will vary greatly and Hubs should work closely with system leads in the relevant schools/authorities.

However, the points included here should be discussed and, ideally, the existing system should provide these features in some form. If the system currently used does not provide the level of safeguarding the Hub requires, then an alternative should be found.

If integrating with another system, then consider how existing permissions, policies and features may interact or override the settings for live video. For example, chat may not be enabled on live video but pupils may have access via an alternate system. Likewise, consideration should be given to administration rights: who has final control of recording, access and content for live video music lessons - does the Hub have appropriate access or a channel to influence policy that is required to deliver their service safely.

Points to consider: Platforms

■   Is the free version appropriate?
■   Which tier of paid-for version is suitable?
■   How will users be set up and managed?
■   Do children need to register or log in?
■   What processes are in place to manage and secure data collection?
■   Are additional features suitable? What are the potential opportunities/risks?
■   Is recording required/possible? How is recording managed? Is consent in place?
■   Does the system integrate with other systems?
■   How does integration impact on live music lesson safeguarding?

Useful references: Platforms

GDPR (General Data Protection Regulation)
https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/

Data Protection Act
www.gov.uk/data-protection

UK Safer Internet Centre: Guide to monitoring of online activity
www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring/appropriate-monitoring

NSPCC: Safeguarding Checklist
https://learning.nspcc.org.uk/safeguarding-checklist/

6　Delivering a live video lesson

Once the platform/service for running live video lessons has been selected and set up there are ongoing safeguarding risks and opportunities that must be understood and managed.

Supervision of lessons

Hubs and participating schools will need to agree on protocols for supervision of online lessons with each school. These will be informed by existing policies and procedures relating to supervision of instrumental lessons, where these exist, and wider e-safety guidance and policies in place.

If the school has not had instrumental tuition in the recent past, then guidance around one-to-one lessons and working with external tutors or visitors should be referred to. The relevant safeguarding leads and ICT advisors should be involved in this process.

Some schools and Hubs may choose to have a member of staff present during the lessons. This may be particularly helpful for younger pupils or for those situations where additional supervision is helpful to maintain a quiet atmosphere for learning. It can also help to involve the school community in the music lessons, for example, if a Teaching Assistant, Parent Helper or Governor helps out (subject to the usual DBS checks and safeguarding procedures in place for visitors). Hubs have found this has helped to build stronger links within schools and to embed instrumental tuition within their culture.

In other situations, it may be appropriate for supervision to be on a drop-in basis, with a member of staff assigned to pop in or pass by lessons regularly.

In either case, the approach to supervision should be clearly understood by the tutor, classroom staff and especially by the pupil(s) involved in the lesson. In addition, all those involved should know how to report any incidents where they have felt supervision was not being provided as agreed.

The UK Safer Internet Centre provides a useful overview of appropriate monitoring systems, dependent on age, context and settings.

Consent

Specific consent for receiving instrumental tuition online should be sought, in addition to any previous consent gained for video and still photography. Pupils and their parents/carers should be given information about the software being used, how video and audio data will be stored, and how and by whom it can be accessed.

Children are not permitted to register for social media sites such as Facebook until they are 13, other sites are only available to those aged 16+. GDPR also requires organisations to obtain clear parental consent for children to register for most internet services. If the live video system requires registration or is linked to another service, such as a social media platform then this should be factored into your plans.

Advice for pupils on reporting/ what we ask/ do

Alongside pupil and parental consent, clear guidance should be provided on how to report anything and who is available to ask for help.

Pupils should have a simple way to report any concerns to a relevant adult before, during or after their lesson. This process should be part of wider safeguarding reporting mechanisms in the school and Hub. Pupils should also be made aware of alternative methods for sharing information or seeking help such as CEOP, Childline or the Police.

Whilst this guidance is likely to be provided at the beginning of a course it should be restated and reviewed at regular intervals throughout the series of lessons. It may be advisable to include a poster or similar hard copy of reporting procedure with the device or in the room where the live video lessons take place.

Parents/carers and teachers should also know how and when to report anything that has been disclosed to them by the child or any concerns they may have about the live video lessons.

Location of lessons (teacher and pupil)

Hubs will need to consider the location and setting for online instrumental lessons. Additional information about the technical requirements is available on the Connect: Resound website **(www.connectresound.org.uk)**. In terms of safeguarding, it is best practice that neither teacher or pupil is based in their own home for regular instrumental lessons.

Teachers should be provided with a safe and accessible teaching space. If the teaching base is at a remote location then protocols will need to be established for the handling and storage of the recorded lessons (see below) that enable appropriate supervision whilst preventing, as far as is possible, any materials being downloaded or stored on personal drives or folders. It is also advisable for the teacher to 'report in' after each lesson with a supervisor, both as a remote worker, to confirm their own wellbeing, and to ensure that any issues that arise during lessons are reported as a matter of course.

The location within the school (or other setting) should be one which can be overseen, or listened in to, from an adjoining room. Most Hubs will already have policies of individual and small group lessons taking place in rooms with a door open, or in a shared space within the school, and these protocols are also relevant for online lessons.

Backgrounds
The live video tutor must also be aware of what will appear in the background. For example, posters or materials playing on screens in the background need to be age appropriate. Care should also be taken to minimise any personal items.

Similarly tutors should be mindful of what is visible in the background where the child is - particularly if video is being recorded.

Joining/ ending a session

When running a live video session, special consideration should be given to how the child will join and end the lesson. Who will be responsible for switching on the device and accessing the live video service?

Even if children are technically able to do this, is it the most appropriate process? If pupils sign in to the device or launch the video service, are safeguards in place to prevent them using other unauthorised systems? Are they able to start the live video service at any time?

A suitable live video service will probably enable the tutor to initiate the call and for pupils to be held in a waiting room or not have access until the allotted time.

Similarly, at the end of the lesson, it is important to know who is responsible for closing the link and logging out of any services or hardware. Ensuring the system is not left open for others to misuse or for contact to be made outside of the scheduled lessons is a key safeguarding concern. Therefore, it may not be appropriate to rely solely on the child to complete this task.

Over time, pupils and teachers are likely to become familiar with the technology and what is possible. Even though staff and pupils may have received clear guidance, it is advisable to adhere to a clear process for starting and ending calls. This process and the rationale behind it should be reviewed and restated at regular intervals.

Online safety awareness

Live video lessons are a valuable opportunity to remind pupils of general online safety principles and to reiterate how live video music lessons, in this context, are different from general use of live video. It should be explained to children that chat and live video with others can pose a substantial risk and that their parents/carers should be aware and involved if they are using such systems. Children should also be reminded of the age restrictions for services and that these are in place to protect not penalise them. On a similar note, it is advisable to regularly reiterate to children that if they have done something risky or inappropriate, it is important that they seek help as soon as possible, so that they can recover and that adults can help them with this process.

However, whilst live video music lessons are an opportunity to reinforce e-safety messages and to model good practice, it is not the music

tutors' role to teach e-safety, nor should they seek to find out what children are doing online or force them to disclose anything.

Parents and carers may have many questions about live video and online safety in general. In order to provide relevant information and build trust, it may be useful to provide a simple FAQ and links to other general safety/resilience resources.

Parent Info **(www.parentinfo.org)** - a partnership between NCA-CEOP and Parent Zone - provides free expert guidance on a wide range of subjects that are caused or amplified by the internet. Hubs and schools can register for the service and embed content on their own sites. This may be one way to provide up to date expert information on broader digital issues alongside specific live video information.

7   Delivering live video lessons in home/non-formal settings

The flexibility of live video has many benefits for pupils who may not be able to access traditional music lessons due to their location, access requirements or other factors. Running a live video lesson in a pupil's home or similar non-formal environment may be a positive option for some pupils, families and supporting adults. However, as with traditional face-to-face music tuition, additional considerations must be given to safeguarding the setting, appropriateness of the activity and the support that is available before, during and afterwards.

Where project activity dictates that pupils will be home-based, then additional specific safeguarding precautions and protocols will need to be agreed with all parties, including parents/carers and the young person taking part.

In addition to the points already identified above, additional consideration should be given to the following areas:

Supervision and reporting

Are parents/carers aware of their responsibilities and are they capable of identifying and managing risks appropriately? What additional

support or information might be required by parents/carers to supervise live video lessons without negatively impacting on the learning experience for the young person? For example, are parents/carers available to drop in on lessons? At the same time if they are 'too present', how will this impact on the child's independence and enjoyment?

It may be useful to meet with parents/carers separately, prior to lessons commencing, to talk through the process, identify any concerns and provide additional support where needed.

Location of lessons and appropriate attire

Within non-formal spaces it may be necessary to more clearly articulate the expectations regarding appropriate learning space and attire. For example, the portability of mobile devices/laptops may make it easier or more tempting for pupils to use their bedrooms for lessons. Whilst this may be more convenient/comfortable for the pupil, it is not appropriate for a live video lesson. In some special instances a pupil's room may be the only option (i.e. due to mobility) but alternatives should be discussed, supervision should be more comprehensive and the set-up of the room should be appropriate.

Even with a shared space, thought should be given to the background and others who may enter/use the space during the lesson. Everyone in the home/setting should be aware that the lesson is taking place and treat the space accordingly.

Similarly, pupils should be dressed appropriately for a lesson. Whilst school uniform isn't necessary, they should nevertheless wear clothes suitable for being seen 'in public'.

Staff, parents/carers and pupils must be aware of these expectations and feel confident they can highlight any instances when they are not being met. Parents/carers must also adhere to the expectations of dress and setting if they are to supervise any lessons.

Teaching staff must feel confident and able to stop lessons if they feel the setting/attire does not meet expectations. Similarly, parents/carers and pupils should be confident and able to stop lessons if they feel the tutor is not meeting expectations i.e. suggesting lessons take place in a bedroom.

Any disagreement regarding the appropriateness of setting or attire should ideally be identified before the lessons begin in a 'code of conduct' agreement or similar. This should also be restated and reviewed regularly.

Bring Your Own Device (BYOD)/ Setting up and managing equipment

If pupils are using their own/family equipment, additional consideration must be given to how the pupil/family can ensure it is safe to use.

Live video managers should seek to gain a clear understanding of which devices are being used, who else has access to them and what, if any, safeguarding measures are in place prior to commencing a live video programme on devices that are not owned/managed by the Hub or school. For example, do children have appropriate, secure access to a shared device, are suitable filters available on the internet connection and are there suitable protections in place against Malware?

As with teaching staff, some pupils and parents/carers may not have the knowledge or confidence to set up the laptop/camera securely and additional advice or support may be needed to ensure the equipment is ready for live video.

It should also be remembered that asking about device set up and safety could be a positive opportunity to help children and parents review and improve their general online safety knowledge and settings. In this way, music lessons can contribute to the wider digital resilience of the whole family.

Young people living independently

In some cases, Hubs may wish to run live video lessons with young people who are living independently or with young adults who may

have additional vulnerabilities or support needs. In these cases, supervision and support may not be available and the responsibility for the setting, equipment and so on will be with the learner direct. However, Hubs should still apply all the same safeguarding principles and assessments before beginning any live video lessons.

Consent, appropriate behaviour/dress, safe use of the internet and devices should be discussed and agreed with the learner. Where no supervision is possible in the young person's home, additional consideration should be given to recording sessions or enabling safeguarding supervisors to remotely access the live lesson. Learners should also have appropriate and clearly explained options for reporting any concerns or seeking help from specialist services.

Where a learner is receiving support from other services, it would be beneficial for tutors to make these service providers and professionals aware of the live video programme, the safeguarding processes in place and a suitable contact to discuss any related issues or concerns (whilst also respecting the confidentiality of the learner).

Broadband/mobile connection costs

Live video programmes taking place in pupils' homes are likely to require them or their parents/carers to provide the internet connection. Video requires significant data and bandwidth.

Whilst many homes have unlimited data packages, this will not be the case for all families and learners. Consideration should be given to the potential cost of streaming live video lessons to the family/learner and also how this may impact on other people in the household. This may be particularly relevant for young people living independently. Whoever is responsible for paying for broadband or mobile data for the lessons in these settings must be aware of the potential costs and agree to these before the programme begins.

In cases where the cost of video streaming might otherwise prohibit pupils from taking part in the lessons, consideration should be given to alternative settings, providing a connection or reimbursing costs.

Points to consider: Delivery

- Who agrees on the approach taken for supervision within the school?
- Is everyone in a live video lesson aware of how it will be supervised and what to do if this does not happen?
- Has consent been sought from parents/carers and the children taking part?
- Is there a clear reporting procedure that children, teachers and parents are all aware of?
- Is reporting information accessible and reviewed regularly?
- Where will lessons take place? Is it suitable for the supervision agreed?
- What may be captured in the background by the cameras?
- How are sessions started and ended?
- Who is responsible for safely starting and ending a session?
- Are pupils reminded of broader online safety considerations and the difference between music lessons and general live video?
- Are parents/carers provided with broader online safety guidance?
- Where lessons take place outside formal settings:
  o Is supervision available and appropriate?
  o Is the equipment suitable?
  o Are all parties aware of appropriate settings, behaviours and attire for lessons?
- If learners are living independently:
  o Are alternate methods of supervision available?
  o Are other support services aware of the programme and able to support if required?
  o How will the cost of internet connection for lessons be covered?

Useful references: Delivery

Childnet: Videochat and webcams

www.childnet.com/teachers-and-professionals/for-working-with-young-people/hot-topics/video-chat-and-webcams

Live streaming: everything you need to know about the online phenomenon

https://parentzone.org.uk/article/live-streaming-everything-you-need-know-about-online-phenomenon

Parent Info
https://parentinfo.org/

8 Checklist

This list provides a summary of themes covered in this guide. It is not intended to be a complete safeguarding compliance checklist.

Scope	The live video programme adheres to existing safeguarding policies and procedures within the organisation	
Wider context	The programme supports the school's statutory requirements	
	The programme helps pupils/families to develop their broader online skills, understanding and resilience	
Staff roles & responsibilities	All staff (inc schools) have appropriate training – technical, safeguarding, plus broader online safety & resilience	
	Roles and training are regularly reviewed and programme managers can track this	
Live video platform	The platform/subscription package is suitable for use by young people	
	The platform has adequate systems for creating, managing and supervising user accounts at different levels	
	Additional features such as chat have been appropriately assessed and can be safely managed/moderated	
	Processes are in place to secure and manage people's personal data	
Delivery	Pupils and parents/carers have provided informed consent	
	Everyone in a live video lesson is aware of how it will be supervised and what to do if this does not happen	
	Everyone is aware of how to report any concerns before, during or after lessons	
	Pupils/families are reminded of broader ways to keep themselves safer online outside of lessons	
	Lessons take place in a suitable environment and can be stopped if this is not the case	
	Equipment is safe to use and appropriate support is available to manage this	
	Where connection costs may be incurred directly by pupils/families/carers, they know & alternatives are offered	
Review	The programme is regularly reviewed and adjusted to meet new requirements and different contexts	