



Digital ACE Safeguarding and Prevent

Presenters

Jaki Bradley, Principal, Thurrock Adult Community College

Jill Newton, Safeguarding and EDI Lead, Essex

Simon Martin – HOLEX Board member, Executive Consultant - Sutton Community Academy (ATTFE)

29/09/2020

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Go to Webinar Housekeeping Attendee Participation

Issue: You can hear audio, but not see the presentation.

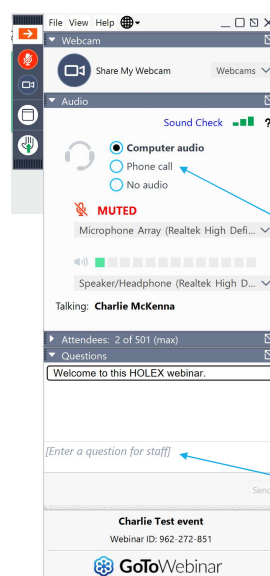
Possible resolution: if you have downloaded the Go to Webinar software, the application might be minimised.



If this is the case, you may see a 'daisy' symbol on your taskbar at the bottom of your screen. If you see the daisy and click on it, the presentation should open.

Issue: You can't see any menu options.

Possible resolution: you may see a small set of icons as below. If so, click on the orange arrow. This will expand the icons to reveal the Go to Webinar menu pane.



Issue: You can see the presentation, but not hear audio.

Possible resolution: although it is recommended to use 'Computer audio' as this is at no charge to you, you are able to switch to 'Phone call'. This will enable you to listen to audio via your telephone. Note that you may be charged for the call.

Issue: How to pose questions.

Resolution: You can enter a question for the webinar organisers via this question panel.

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Digital Ace Project

Digital ACE has been designed to support ACE providers on the next stage of their technological journey and help them develop their digital capability so that they can enhance their offer to students, while still maintaining their learner centred and high quality approach to adult learning.

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Purpose of the Webinar

- ☐ To share the key points of the Safeguarding and Prevent guidance document
- ☐ To provide a case study that shares how one service approached the development of their online practice
- ☐ To provide prompts that may help you when evaluating and developing your own approach

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Poll

Self Assessment- what stage are you at:

- Not yet developed policies and practice in this area
- Developed some basic online safeguarding practices
- Recently updated policy and practice following an audit
- Well established and clearly communicated practices

Tick just one

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Development of the strand

- ☐ Working Group – three meetings
- ☐ Research of existing advice/materials
- ☐ Includes good practice, signposting to relevant material and some policy and documentation that can be adapted
- ☐ Case studies, documents, links

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Overview of strand

- ❑ Carrying out an audit for Safeguarding and Prevent
- ❑ Policy for safeguarding and Prevent for digital provision
- ❑ Training on safeguarding and Prevent for digital provision
- ❑ Keeping Learners safe online

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Scope and Limitations

- ❑ How to use this guidance document
- ❑ Provides examples of good practice
- ❑ Adopt and adapt the examples
- ❑ Assumption that organisations already have robust safeguarding and Prevent practice

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The starting point

- ❑ Full audit of your current practices for online delivery
- ❑ Provides self-evaluation of your organisation's current status
- ❑ Feeds into your Safeguarding and Prevent risk assessment and action plans
- ❑ Ensure your subcontractors or partner providers understand their responsibilities

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The starting point: Audit

ONLINE SAFEGUARDING SELF-REVIEW

Adapted from Suffolk University HE Online Safeguarding Review - <https://www.uos.ac.uk/sites/www.uos.ac.uk/files/Higher-Education-Online-Safeguarding-Self-Review-Tool%202019.pdf>

Introduction

As we are working increasingly online it is essential that we ensure that young people and adults who may be vulnerable are safeguarded from online harm. We need to understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing young people and vulnerable adults. We must ensure we have well-developed strategies in place to keep learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. We must take action immediately if we are concerned about bullying or radicalisation taking place.

This tool defines the essential principles of online safeguarding for Adult Community Learning providers. Each of these can be assessed and graded at the levels below by deciding from the descriptors which one fits current practice. Once you have completed this, the information can be used to inform, review and develop the organisations Safeguarding and Prevent RA and action plan. The higher levels will give some guidance on how policy and practice can be improved.

Feature Definitions

Level 0 - Reactive

There is no policy or practice in place and issues are only dealt with reactively.

Level 1 - Basic

The organisation has basic policies and practices in place to respond to incidents as they occur. They strive to respond effectively in a timely and appropriate manner.

Level 2 - Embedded

The organisation has policies and established practices in place that are embedded across the organisation. This allows it to be pro-active and pre-emptive to online safeguarding incidents, as well as responding appropriately and effectively.

Level 3 - Holistic

The organisation has a well-established and clearly communicated culture across the organisation. Policies and practices are progressive and pro-active, and deal with online safeguarding incidents pre-emptively. The policies and practices of incident response consider broader aspects of prevention, such as well-being and resilience

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Audit descriptors

- ☐ Staff Training
- ☐ Learner Engagement
- ☐ Reporting/Incident Response
- ☐ Prevent
- ☐ Curriculum
- ☐ Wellbeing
- ☐ Policy (Safeguarding/Prevent, Anti bullying & harassment, ED&I)
- ☐ Staff and learner acceptable use policy/code of conduct
- ☐ Appropriate filtering
- ☐ Bring Your Own Device (BYOD)

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Recommended policies for review

- ☐ Safeguarding and Prevent
- ☐ Equality and Diversity
- ☐ Anti bullying and harassment
- ☐ Data protection
- ☐ Learner charters and acceptable use policy

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Training

- ❑ Update training for staff and governors, advisory board members etc...
- ❑ Training for tutors should include how to embed the additional risk of online learning into their learning sessions
- ❑ This should include how to spot concerns, such as by looking for changes in behaviour, sudden reluctance to use the video facilities etc..

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Training

Case study: Virtual safeguarding surgery

Southend ACC held a virtual safeguarding surgery for staff and turned the questions that came out of the session into FAQs for their intranet. Training was delivered by their safeguarding leads, link governor for safeguarding and HR. It covered all aspects of safeguarding including online safety, mental health, Prevent and concerns about sharing DBS evidence.

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Communication

Communicate your new approaches to Safeguarding and Prevent to your learners and staff

- ☐ Induction
- ☐ Learner handbook (digital?)
- ☐ Video messages
- ☐ Tutor reinforcement

Provide **opportunities for learners to self refer** to your safeguarding or pastoral team, while in your online classroom

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Communication

Case study: A help button for learners

Thurrock Adult Community College has developed a help button for learners that sits on the online classroom. It links to a referral form that goes to the pastoral or safeguarding team so that learners can seek help independently during a lesson if they are feeling vulnerable. This works for Google Classrooms but could be adapted to any VLE with an interactive form.

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Case Study



Jill Newton
Safeguarding and EDI Lead
ACL Essex

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First considerations for Safeguarding and Prevent

- ☐ What platforms were safe?
- ☐ What training did our staff and tutors need to go online?
- ☐ What advice we need to give our tutors and learners about keeping safe online
- ☐ How would we communicate about safeguarding?
- ☐ What changes did we need to make to policies?
- ☐ How could we help both staff and learners with Mental Wellbeing?

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Start of lockdown. Were we missing anything?

- ☐ Safeguarding Audit
- ☐ Prevent and Safeguarding strategy and Risk Register
- ☐ Online focus
- ☐ Identified web filters no longer effective
- ☐ We emailed additional information to staff who were teaching: Netiquette, Privacy online, Safeguarding Ourselves and Learners and our Safeguarding newsletter contained information relevant to the changes

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Supporting learners returning to education post lockdown.

It is important that we focus on **well-being first and foremost** when learners return.

We must **acknowledge the enormity** of what we have all been through, or are still experiencing but also not dwell on the situation, giving learners the time and space to **reflect** but to also be **positive** about the new term.

View more
by scrolling down or swiping. ×

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Recognising and reporting abuse online

- ☐ Reported concerns declined
- ☐ Most were pastoral care where learners needed help accessing support
- ☐ Harder for learners to disclose in an online classroom
- ☐ Other technology based approaches adopted to support learners pastorally including welfare calls
- ☐ Tutors needed training in what to look for and how to recognise possible abuse

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Adopting processes to support online delivery

- ☐ Learner Welfare Form was a paper based process
- ☐ Initially asked tutors to e-mail them to Safeguarding Team for uploading to MIS.
- ☐ Evolved into an electronic form
- ☐ Safeguarding Team upload to electronic register so tutor has access to essential information remotely

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Getting the message across online

- ❑ Videos are a really helpful tool to add to your website, classroom and digital learner handbook
- ❑ Existing videos were out of date
- ❑ Developed a new video using easily accessible technology – mobile phone, laptop camera, voice overs on Microsoft Stream, Powerpoint.
- ❑ Sharing good practice across the service - enlisted the help of a member of staff who was technically advanced plus my dog
- ❑ Covers Safeguarding, Prevent and British Values.

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Creative messaging



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Sharing good practice has moved us on digitally

- ❑ Digital developments have enable us to share more effectively
- ❑ We can keep track and up to date of what is happening in other organisations
- ❑ We are inspired to think bigger and more creatively
- ❑ We feel valued and involved and learn from each other
- ❑ It can build on skills and improve staff confidence and motivation
- ❑ When expertise is shared it improves standards
- ❑ Saves time reinventing the wheel

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Top Tips

1. **Organisational culture is key to keeping learners, staff and visitors safe online. A Safeguarding Group** with representatives from across the organisation is a useful way to coordinate adjustments to your policy and practice.
2. **You should involve HR, where relevant, when agreeing policy and procedures** to keeping your staff safe online.
3. **Give learners time and space to reflect on the COVID-19 situation in class.** This should help them to 'be in a good space' for learning and may prompt disclosures.
4. **Ensure your tutors frequently reinforce the messages** on e-safety, safeguarding and Prevent, and provide regular updates.
5. **Tutors and support staff should adapt how they listen to learners** using their professional curiosity and gut instinct when they feel things are not right online.

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Top Tips

6. **Communicate your safeguarding and Prevent messages to learners** in as many ways as you can online, including through induction slides or videos and embedded in course learning materials.
7. **Provide learners with opportunities to talk to someone confidentially**, such as through a tutor staying logged on for 10 mins or signposting learners to pastoral, safeguarding teams.
8. **Provide regular updates to staff on local information**, such as scamming, local radicalisation threats, online fraud, online grooming, gaming etc.
9. **Provide opportunities for learners to engage with staff whilst they are working remotely**, such as through an 'open virtual room', welfare call, or an online welfare form for self-referrals.
10. **Keep staff safe online such as by providing mentoring support and guidance** on home or lone working.

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Useful Resources

- Annex 1: Online Safeguarding Review (Audit)**
- Annex 2: Southend Ault Community College's Safeguarding Policy Addendum**
- Annex 3: ACL Essex's Prevent and Safeguarding Strategy Risk Assessment**
- Annex 4: learningSkills's Home Working Policy**
- Annex 5: Gateshead Council's Home working Guidance**
- Annex 6: ACL Essex's Keeping Safe Newsletter no 2**
- Annex 7: Stockport Adult Learning's Knowledge Organiser for learners**
- Annex 8: Thurrock Adult Community Learning's Staff blog – staying sane and healthy working online**
- Annex 9: ACL Essex's Online links for mental health support**

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Thanks

Name	Organisation	Title
Andy Ashley	Inspire: Culture Learning Libraries	Quality and Contract Compliance Manager
Eleanor Churchward	Family Adult Community Education Services Sheffield	Service Manager
Alex Day	Thurrock Adult Community College	Tutor and Safeguarding Link Governor
Nicholas Doherty	Gateshead learning Skills Service	Safeguarding Officer
Sally Eldridge	Thurrock Adult Community College	Designated Safeguarding Lead
Janet Kolita	Cheshire	Adult Education, Online learning Co-ordinator
David Layton-Scott	Department for Education	FE/HE Prevent Co-ordinator
Jill Newton	ACL Essex	Safeguarding and EDI Lead
Patricia North	Southend Adult Community College	Assistant Principal, Community Learning and SEND
Jean Seaborn	Stockport Adult Learning	Programme Manager Curriculum and Quality

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Any questions?

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Feedback

The Webinar survey will now appear on your screens after we close the webinar.
Your completion would be greatly appreciated.

Please note on the scores that **1 = Poor and 5 = Excellent**

1	2	3	4	5
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Thank you for participating

For further information, please
contact:

**Charlie McKenna - HOLEX Operations
Officer**

Charlie.mckenna@holex.org.uk

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