



Digital and online safeguarding policy

This section covers work that is carried out by practitioners on behalf of the music programme, and does not cover practitioners' own private tuition or any other work that does not hold a contract between music and the practitioner.

MUSIC project staff will seek to provide regular online and digital safeguarding training and updates to members of the delivery team who are delivering online tuition and will review this policy annually in order to keep up to date with latest advice and guidance.

In relation to 1:1 Online tuition:

Prior to online tuition taking place, MUSIC will:

- Liaise with the parent/guardian/support staff of the young and/or vulnerable person in receipt of tuition to obtain full and appropriate consent for the lessons
- Provide details to the parent/guardian/support staff and young/vulnerable person regarding the software that will be used, and explain that video lessons will not be recorded or stored.
- Communicate with the parent/guardian/support staff that they must be available to either be present in the space with the person receiving lessons, or to carry out visual checks on the person at 15 minute intervals during the lesson, as stated in the letter of consent
- Communicate with parents/guardians/support staff that when lessons are taking place in a setting whereby they are responsible for the care of the young and/or vulnerable person, it is their responsibility to ensure appropriate settings and filters are applied to the devices, software and systems used by the student.

When delivering online tuition practitioners should follow the following protocols:

- Set out in writing to music (email) the online platform/s, software and/or systems they have in place and intend to use for online tuition, and communicate this with music prior to delivery.
- Joining and leaving the lesson:
 - the tutor will inform all parties (music, parent/guardian/support staff and student) of the process for joining and leaving a lesson. Tutors must be responsible for setting up, starting and finishing the lesson.
 - Most video platforms will have a feature that allows the recipient to wait until the host has initiated the session. We encourage the use of this feature to mitigate the risk of young and/or vulnerable people accessing unauthorized sites/systems.



- Where possible, use a one-time link for lessons, in order to avoid personal data being entered into a system or platform. If registration is needed to access the platform in which the practitioner is using, it must be the parent/guardian/support staff who does this and who logs in at the beginning of the lesson. A young and/or vulnerable person should not register their own personal details on the online system.
- If a young and/or vulnerable person sends a link/invite to a lesson the tutor must inform musinc and the parent/guardian/support staff immediately and not accept the link/invite. The procedures must be explained to the parent/guardian/support staff that it is the tutors responsibility to set up lessons.
- Scheduling lessons:
 - If lessons are to be regular e.g. weekly, it is good practise to schedule the lessons in advance on the system, if the system used has a calendar/scheduling function. This allows for easier management and tracking of lessons which have taken place, and provides an additional oversight for safeguarding
- Screen sharing features:
 - If screen sharing is an additional feature of the system/platform used, parents/guardians/support staff are aware of this feature, understand why it may be used in the lesson and give consent for it to be used.
 - Practitioners and parents/guardians/support staff should ensure that appropriate web filters are in place on each person's browser to limit the possibility of inappropriate websites being shared on screens.
- File & content sharing:
 - Where there is a need to share content, the sharing should be carried out via parent/guardian/support staff email address or other mutual platform to avoid the need for tutor and young and/or vulnerable person to share personal information.
- Live chat/messaging:
 - Live chat should only be used where it adds significant value to the lesson, and where there is suitable moderation and reporting in place. We would encourage the avoidance of using live chat wherever possible.
- Recording sessions:
 - musinc believe that recording of online lessons is not proportional. We would not normally carry out recordings of 1:1 lessons in person and there is no increased safeguarding risk when carrying out 1:1 tuition online.
 - Tutors and parents/guardians/support staff must follow the procedure for visual checks as stated in the general safeguarding guidelines above, with checks being carried out by the supervising adult every 15-20 minutes.
- Location of lessons and background:
 - If students and/or tutors are conducting lessons from home, it must be clear that the bedroom (either of the student or tutor) is not an appropriate space for the lesson to take place. The location of the lesson must be discussed



with parents/guardians/support staff and agreed as appropriate to the setting.

- Tutors must ensure that there is nothing in the background of the live lesson that discloses any personal information, or would be deemed inappropriate for the young and/or vulnerable person to see. Where possible, lessons should take place in an area of work e.g. studio or music room. If this is not possible, efforts must be made to minimise personal items in the background, and remove any other items which may cause distraction or be considered inappropriate e.g. posters, TV screens or photographs.
- Dress code:
 - The same guidance applies as above from the general safeguarding policy, i.e. practitioners should wear clothing which is appropriate to their role, promotes a positive and professional image and is not likely to be viewed as offensive, revealing, or sexually provocative.
 - This policy also applies to other adults who are supervising online lessons e.g. parents/guardians/support staff.
- Accessibility:
 - Tutors must give consideration to the accessibility of systems for young and/or vulnerable people and those with SEN/D. Some systems may allow users to personalise controls or support assistive devices.
 - It may be that a variety of systems need to be used to suit the needs of individuals.
- Disclosures:
 - If a young and/or vulnerable person discloses something which is believed to be a safeguarding concern, tutors must follow the same procedures as set out in the general safeguarding policy above.

Useful links, wider safeguarding context:

DfE: Keeping Children Safe in Education

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/keeping-children-safe-in-education)

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](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