**TAFF BARGOED
LEARNING PARTNERSHIP**
*'Learning and Growing Together'*

# Live Stream and Video Conferencing Policy

<h1 style="text-align:center">Live Streaming and Video Conferencing Policy</h1>

## INTRODUCTION

As a Federation, we recognise that teaching and learning can take place in many formats and, with the ever changing world we live in, technology can harness many benefits when enhancing this process. With Pupils growing up in an ever growing digital world, and with people connected in many new and innovative ways, our schools also believe that we can harness new technologies in order to provide further teaching and learning experiences.

A key part of this development is the use of live streaming and video conferencing, in providing another branch to the schools work. The use of video-conferencing and live streaming has grown exponentially over the past few years and for many, has become part of daily communication both socially and for business. It is therefore unsurprising that many educational establishments wish to make full use of this technology to deliver lessons or hold sessions with small groups or individual classes.

This policy outlines the guidance on the use of live streaming and video conferencing within our schools, with a specific focus on safeguarding. Safeguarding is an integral principal of digital learning. The safety and wellbeing of learners and staff is paramount and takes precedence over all other considerations. This policy has been written in conjunction with the Welsh Government guidance published September 2020 "*Live Streaming and video Conferencing: safeguarding principles and practice*"

## Background

Wherever consideration is given to the use of live streaming within the school, Governors, Head teachers and Staff must have full regard to national safeguarding guidance and local safeguarding policies. Any live streams or video conferencing will only ever be carried out on a voluntary basis. No staff within our schools will ever be directed to undertake these activities. Whilst some staff may feel comfortable and happy to carry out live stream activities with their pupils, we also respect that some staff members may not feel as comfortable and therefore may choose to provide online learning and communication using other formats.

## Platforms & Devices

We are aware that many online sites can provide live stream and video conferencing facilities, however as a school there are only 2 platforms that we will use, through the Welsh Government platform HWB. These are Microsoft Teams and Google Meet. We will never use external providers for our online work.

Staff at the school will only ever use school issued IT to carry out their live streaming or video conferencing. Staff will never use personal equipment (personal iPads, mobiles, PC's to carry out this work). Pupils however may access online lessons using devices that are available to them at home.

Due regard should be given to all considerations outlined in this policy to ensure learners and practitioners are appropriately protected and safeguarded.

# The differences between video-conferencing and live-streaming events

It is useful to note the difference between video-conferencing and live-streaming and their uses and intended benefits in order to choose the appropriate format for the planned activity.

**What is video-conferencing?**
Video-conferencing is a synchronous approach involving multiple parties with the option for each Participant to turn on cameras and audio. It requires all participants to take part at the same time.

*Possible uses*:
• Facilitate staff meetings
• Where a physical meeting cannot be held such as conducting a well-being catch-up session or holding an ALN appointment.
• Deliver small group pastoral or teaching sessions.
• Deliver class lessons.
• Link two sites of synchronous learning, for example, two classrooms on different sites.

*Intended benefits:*
 • Gives participants an opportunity for face-to-face contact in real time.
• Facilitates interactions.
• Positive impacts on learner engagement and well-being.
• Useful for keeping in contact with learners.
• Feedback to learners is instant and interactive.
• Useful in areas where access to particular courses or subjects is limited for geographical reasons.
• Enables individualised support.
• Can be used to enable children and young people to keep in contact with their peer learners and engage in group learning, for example, discussions.

**What is live-streaming?**
Live-streaming events is an asynchronous approach involving a video flow from a broadcaster to viewers. Viewers cannot be seen or heard although there may be functionality to interact via typed messages. Live-streamed events can be watched live or can be accessed after it's been recorded.

*Possible uses:*
 • Deliver class lessons to learners.
• Deliver large-scale lectures or assemblies.
• Deliver webinars.

*Benefits:*
• Live-streamed events offer flexibility as the lessons can be accessed at a time convenient to a learner and/or their family.
• It might be easier for parents/carers and learners to manage at home.
• Although there is no verbal or visual interaction available to the viewer, if watching live, participants may be able to ask questions using the text box allowing for some interaction.

## The differences between lessons and sessions

This Policy refers to video-conferencing and live-streaming lessons and sessions. For the purpose of this policy:

• a lesson refers to the delivery of a classroom lesson – whether this is through video-conferencing or through a live-streamed event

• a session refers to instances outside of a typical lesson where there may be only one learner present such as a well-being catch-up session with a learner or a special educational need (SEN)/additional learning need (ALN) appointment.

## Safeguarding – Core Key principles

a. Whether learners are at home or in the classroom, safeguarding and welfare of learners is paramount and takes precedence over all other considerations.

b. At all times the school safeguarding policies should be followed. All issues relating to online safeguarding should be dealt with in the same way as face-to-face teaching or interactions.

c. The School policies for e-safety, staff and learner well-being, safeguarding and teaching and learning, should reflect how video-conferencing and live-streaming will be carried out and monitored. The 360 degree safe Cymru tool is used regularly to help our schools review their online safety policy and practice.

d. Policies and procedures for reporting incidents of misuse must be followed at all times. As outlined in the Keeping learners safe guidance, practitioners have a duty to report children at risk (including online abuse) under section 130 of the Social Services and Well-being (Wales) Act 2014.

e. If Staff have any safeguarding concerns about a child, these should be discussed with the Designated Safeguarding Person (DSP) for the school or setting ensuring concerns are reported as soon as possible.

f. If for any reason you cannot contact the Designated Safeguarding Person for your school or setting, contact the local authority Children's Services Team and report your concerns.

g. If you think a child or young person is in immediate danger then contact the police on 999.

h. For further advice on safeguarding at this time please visit the Keeping children and young people safe page on the Welsh Government website which provides information and advice on identifying abuse and supporting disclosure and reporting concerns. There are also links to information and resources to support well-being and prevent abuse.

# Key considerations – safe practice when using video-conferencing and live-streaming

There are a number of key considerations to ensure safe and effective use of video-conferencing and live-streaming within our schools. These are set out below:

**Initial considerations**

To decide whether to use video-conferencing or a live-streaming event, education and other practitioners must consider:

- the purpose, benefits, limitations and appropriateness of a video-conferencing lesson or live-streaming lesson/session
- the appropriateness for all learners based on their individual circumstances
- the availability of learners, e.g. whether all learners are available? Will some need to join or leave at different times?
- the number of learners on a lesson or session
- the length and time of lessons and sessions, ensuring they are both appropriate for the learners in question
- the connectivity and devices available to learners and staff members.

**Preparations**

If it is determined that a video-conferencing or live-streaming lesson/session is suitable and appropriate for the practitioner and learners the following should be undertaken as part of any preparations.

- Seek authorisation from the school or setting's senior leadership team before video-conferencing or live-streaming lessons/sessions and let them know the planned timetable of all lessons/sessions.
- If using video-conferencing, ensure the lesson is planned in advance and sufficient notice should be given to learners and parents and carers as required.
- Ensure appropriate use agreements are in place for all learners involved in video-conferencing and live-streaming lessons/sessions and that these agreements are clearly communicated to learners and shared with parents and carers. The agreement will set out clear expectations from all parties and identify actions that will be taken if the agreement is broken.
- Maintain a central record of all online events alongside list of attendees.
- Ensure all learners have access to software applications (such as Microsoft Teams) required, this can be facilitated through the Hwb platform.
- Check all content is appropriate and for any tasks requiring online research, check the suitability of the websites prior to the lesson.
- Be mindful that if the lesson includes tasks, some learners may require more time than others.
- Familiarise yourself with functions of Microsoft Teams or Google Meet and how to use the chosen tool effectively (more information is available in the Hwb Support Centre on Microsoft Teams and Google Meet).

# Location, camera and audio settings

It is essential to carefully consider location, audio and camera settings to maintain a professional and responsible disposition at all times. This is particularly important when practitioners or learners are at home. Practitioners must undertake the following considerations.

**Location**
If a practitioner is leading or a learner is joining a video-conferencing call or live-streaming call from home or outside the school setting they should:
- choose a neutral location that is appropriate and safe, e.g. a living room, a study or a kitchen
- encourage learners to work from a suitable communal home location where they feel comfortable, preferably accompanied by their parent/carer
- reduce the possibility of the lesson being interrupted by other household members or pets.

**Camera settings**
- Carefully consider what is in view of the camera, i.e. check that the background is professional and does not contain images or information that should not be shared or that could be deemed inappropriate.
- It may be helpful to ask a 'critical friend' to check what is in view of the camera.
- Where possible, it is recommended that practitioners and learners change their background as standard practice. Microsoft Teams offers this facility.
- Be mindful that not all learners will want to switch their camera on – you should make turning the camera on optional.

**Audio**
The use of a headset with microphone (like those available with many mobile phones) is recommended for audio clarity.

**Professional conduct**
Any video-conferencing or live-streaming should be done on a voluntary basis. Practitioners choosing to live-stream should continue to work in the same professional manner as they would in the classroom. Practitioners should undertake the following.
- Adhere to professional standards of dress when in front of the camera.
- Be conscious that in an online environment remarks are being heard by a number of learners and could be easily misconstrued.
- End the session for all participants, ensuring learners are not left alone and unsupervised in a lesson/session the practitioner has left.
- Be mindful of the need for confidentiality; especially if live-streaming a lesson from a venue where other adults or children are present.

# Numbers of practitioners required
**When a practitioner is teaching from home**
The home environment is potentially less controlled than a classroom one and despite best efforts and interruption such as a barking dog or a doorbell, might be unavoidable. Therefore when a practitioner is video-conferencing or live-streaming from home or outside of a school/setting there must be at

least two members of staff online and present at all times. In these instances practitioners or staff should never undertake a video-conferencing lesson where only one practitioner and one learner is present. Cameras should remain off until both practitioners are in the meeting.

**When the practitioner is teaching from a school/setting**
When a practitioner is video-conferencing or live-streaming from a classroom setting, it is preferable to have two members of staff online. However, if it is not practical to have a second staff member present at the lesson/session, the practitioner should record the lesson/session to safeguard both learners and staff or consider using live-streaming only, rather than video-conferencing.

If the lesson/session is recorded the practitioners must make all learners aware at the outset of the recording. Any recording should be in line with the school/setting's and local authority's policy. Please refer to the section on 'Recording video-conferencing and live-streaming sessions' below. As per teaching from home, practitioners or staff should never undertake a video-conferencing lesson where only one practitioner and one learner is present.

Practitioners should join the lesson/session before the scheduled time to ensure a proper connection and review the lesson plan so they feel prepared for an effective lesson/session. A practitioner can 'co-pilot' by joining the lesson/session but does not have to turn the camera or microphone on.

**Video-conferencing sessions with a learner**
There may be instances which require a session involving one learner, such as a catch-up session, a well-being chat, an assessment, supervision or therapy session, in these instances you should have two members of staff present at all times during the session.

There may be exceptional circumstances (such as counselling sessions, appointment with an Education Psychologist or ALNCo) where the nature of the conversation requires a confidential one-to-one session with a practitioner, as would be normally conducted in a school/setting. Each individual session must be considered and agreed by the Headteacher and the Designated Safeguarding Person (if not the Head). Consent must also be granted and recorded from the learner's parents/carers. Written acknowledgement of the session should be placed on file in accordance with local data storage arrangements.

## Recording video-conferencing and live-streaming lessons and sessions

There is a recording function available in Microsoft Teams and Google Meet whereby the practitioner can record the lesson/session. All recordings of sessions should be titled with the date and class name and stored on the shared school Google Drive in 'Recorded Sessions'.

As a video-conferencing or live-stream recording constitutes personal data, this will be covered by our GDPR policy. If recording a lesson to share with learners at a later date, this should be done as a live-streaming event asynchronous activity without learners being present in the recording.

Please note: any recordings must not be used for any teacher-evaluation purpose.

## Learner behaviour and etiquette

Setting out acceptable behaviours and expectations from the outset is essential for ensuring an effective and orderly lesson or session. Practitioners should undertake the following.

- Make parents/carers aware of the expected behaviours and requirements including location to join the lesson/session and appropriate dress.
- Clearly communicate that 'classroom standard' of behaviour is expected from all participants.
- Create and agree clear ground rules to reflect the standard of behaviour expected based on their existing school or setting behaviour management policy.
- Explain the rules at the introduction of the lesson/session, e.g. who can speak, how to ask a question or ask for help.
- When lessons/sessions are delivered online for the first time, it may take some time to become familiar with the new environment. Using the chat function will allow the structured engagement with attendees.
- Continue to remind learners about agreed rules at the start of each lesson/session (as outlined in the Home-School Agreement), and outline how they can raise concerns if required.

## Using video-conferencing to link up two sites of synchronous learning

There may be instances where a school or setting may wish to make use of the benefits of video-conferencing or live-streaming to link up with another site. Such instances could include the following.

- A school or setting wishes to link up with another classroom in their school or setting to facilitate social distancing.
- A school or setting wishes to link up with learners where some are in school or setting and some are at home.
- A school or setting wishes to link up with other classrooms to facilitate a lesson or session between different year groups, for example to enable the school council or other participatory groups to meet.

In all instances, schools and settings should adhere to the guidance provided by Welsh Government.

## External organisations

There may be occasions where schools or settings wish to video-conference or live-stream with external organisations. For instance to deliver a music lesson with a musician/group of musicians. These lessons/sessions should be dealt with using the same safeguarding protocols as any other video-conferencing or live-streaming lesson or session as set out in this guidance, and with the additional points also recommended.

a. The practitioner should set up and control the session, inviting the external organisation as a guest participant.
b. The practitioner should clearly establish expectations and communicate the expectations set out in this guidance to the external provider.
c. The practitioner should ensure they end the lesson/session for all when the lesson/session is over.
d. The number of staff required should be the same as with any other video-conferencing or live-streamed lesson/session, which is set out above in section 'Numbers of practitioners required'.
e. Other professionals involved in providing online sessions with learners and/or their families will have been provided with clear guidance from their professional associations and/or employers and should follow these in conjunction with this guidance.