

Safer Blended Learning



**UK Safer
Internet
Centre**

www.saferinternet.org.uk



**PANDEMIC
#COVID19**



Digital Migration



Predictions

A person wearing a red and black striped beanie and dark clothing is sitting barefoot against a dark, textured concrete wall. Their arms are crossed over their knees, and they are looking down. The floor is wet and reflective. Two electrical outlets are visible on the wall, one on the left and one on the right.

Impact

Covid-19: Expectations and Effects on Children Online



DIGITAL MIGRATION



Online access
surged

22%

Increase in
web access
Verizon (US)

35-60%

Increase in weekday
daytime traffic
UK BT (UK)

Demand for
content increased

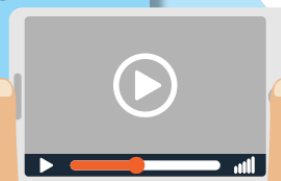
Facebook, WhatsApp, Messenger,
Instagram, TikTok, Snapchat and Twitter all
**broke their respective records for
time spent in-app**

57%

average increase
for top ten news
sites in Australia



Streaming services saw
unprecedented demand. In
Europe, Netflix announced that
it was "Reducing Netflix traffic" to
maintain "member experience"



"Millions of children are at
increased risk of harm
as their lives move increasingly online during
lockdown in the COVID-19 pandemic"
(Unicef)

"Adults working remotely subsequently are not as
able to supervise their children's internet activity"
(Europol)

WARNINGS AND PREDICTIONS

"There are a minimum **300,000 individuals** in the UK
posing a sexual threat to children"
(UK's National Crime Agency's threat assessment)

"Spending more
time on virtual platforms
can leave children vulnerable to
online sexual exploitation
and grooming, as predators
look to exploit the
COVID-19 pandemic."
(Global Partnership to
End Violence)

"Greater
unsupervised
internet use
means children are
**likely to be
exposed to
greater risk
of sexual
exploitation online**"
(WeProtect Global
Alliance)

72%

of teachers said school
closures would have a
**NEGATIVE
IMPACT**
on pupil wellbeing and safety.
(University of Exeter)



Health and Wellbeing

Girls aged 15 to 18 feel under
more pressure to look a certain
way on social media
e.g. lose weight or exercise (26%)
and be online all the time (20%)
(Girlguiding)

32%

of 2,111 young people
with a history of mental
health needs agreed that
it had made their mental
health much worse
(Young Minds)

IMPACT

Child Sexual Exploitation

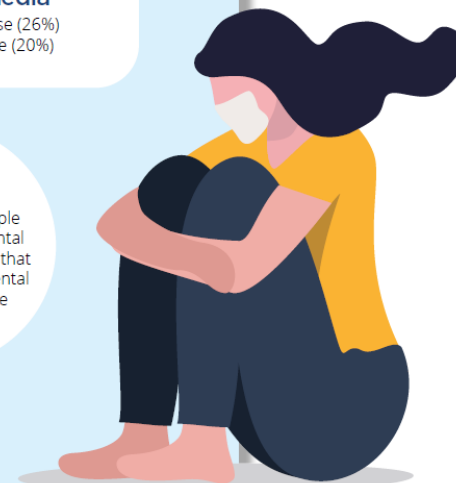
OVER 200%

Increase in posts on known child sex abuse forums
(WeProtect Global Alliance)

"IWF and its partners blocked at least
**8.8 million attempts by UK internet
users** to access videos and images of
children suffering sexual abuse"

During Covid-19 restrictions

"...increased online activity by those
seeking child sexual abuse material"
Europol director Catherine De Bolle



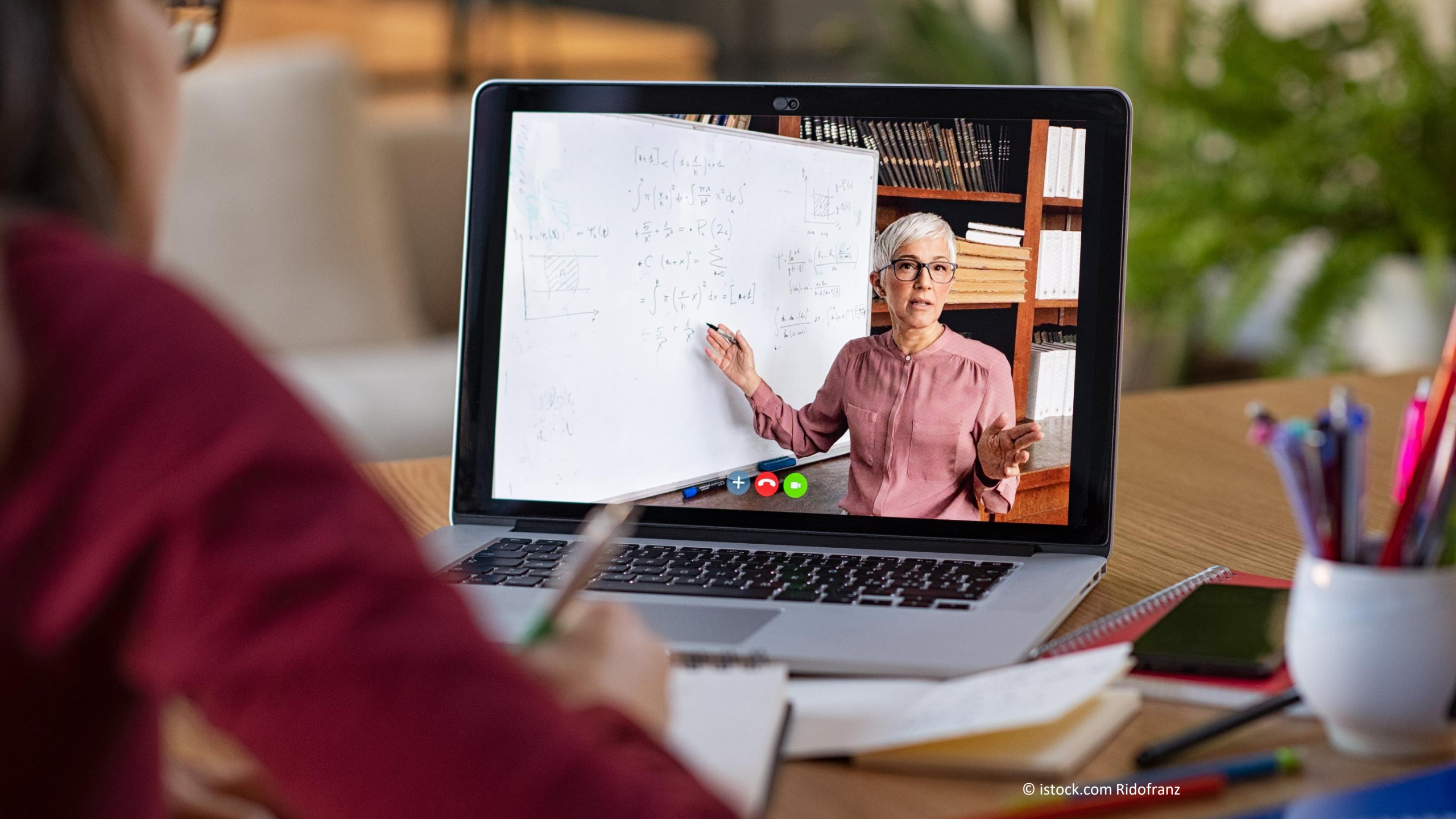
CONCLUSION

*"the heightened risks of online
harm for children put a
particular responsibility on tech
companies and service providers.
This is not the time to lessen the
priority on children's safety,"
Her Majesty Queen Silvia of
Sweden*

Policymakers will need to
consider and accommodate the
impacts of COVID-19 on children
for many years to come.

**There will, without
doubt, be a lasting
impact on children
from COVID-19.**





$$\left[1 + \frac{x}{n}\right]^n < \left(1 + \frac{1}{n}\right)^{n+1}$$
$$\int_{-\infty}^{\infty} \pi \left(\frac{x}{n}\right)^2 dx = \int_{-\infty}^{\infty} \frac{\pi x^2}{n^2} dx = \frac{\pi}{n^2} \int_{-\infty}^{\infty} x^2 dx$$
$$+ \frac{\pi}{n^2} + \frac{1}{n^2} = \pi P_n(2)$$
$$+ C (a+x)^n = \sum_{k=0}^n \binom{n}{k} a^{n-k} x^k$$
$$= \int_{-\infty}^{\infty} \pi \left(\frac{x}{n}\right)^2 dx = \left[1 + \frac{1}{n}\right]^n$$
$$+ \frac{\pi}{n^2} + \frac{1}{n^2}$$

$$f(x) = \frac{1}{\Gamma(x)} \int_0^{\infty} t^{x-1} e^{-t} dt$$
$$\Gamma(x) = \int_0^{\infty} t^{x-1} e^{-t} dt$$
$$\Gamma(x) \Gamma(y) = \int_0^{\infty} \int_0^{\infty} t^{x-1} s^{y-1} e^{-(t+s)} dt ds$$
$$= \int_0^{\infty} \int_0^{\infty} t^{x-1} s^{y-1} e^{-t} e^{-s} dt ds$$
$$= \int_0^{\infty} t^{x-1} e^{-t} dt \int_0^{\infty} s^{y-1} e^{-s} ds$$
$$= \Gamma(x) \Gamma(y)$$

Safe Remote Learning

The Covid-19 outbreak may mean school closure becomes more likely. Take a plan before you close (enforce) and carefully consider how your remote learning

Video Conferencing Safeguarding and Privacy Overview



There are a number of risks from merely using video conferencing and the

Whilst there are risks and video for

Organisations

- Do school policies (Ac Safeguarding reference)
- How will policies be managed?
- Have staff systems?

- How will safeguarding be managed and have staff been trained?
- Consider the location children join from and what can be seen and heard on screen.

Always follow local guidance
[swgfl.org.uk/](https://www.swgfl.org.uk/)



If you have questions
Professionals Only
or email at



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Connecting Europe Fund

Remote Working

a guide for education professionals

It is likely that COVID-19 is creating a growing sense of mis-information and safeguarding

In these extraordinary circumstances it has been more important. You need to consider contact and seeing them in person

Your Workspace

- Find a suitable space to work
- Set reasonable daily goals
- Workload should not be excessive
- Be clear about how your device can be used

Staff Communications

- Only use work devices for work
- Informal online staff communications

Data Protection

- For any data protection questions, speak to your Data Protection Officer (DPO). Do not protect our personal data with your own devices. The data protection officer should be doing something to mitigate in line with

Schools: Consideration

As a school planning to re-open following guidance as help: What to think about for children

Online Safety Issues

- Recognising that most children will have spent more time online. Understand that this may have been unmoderated and unfiltered, increasing likelihood of:
 - Exposure to threats and harms
 - Wellbeing related issues
- Without access, some children may be disadvantaged and isolated from their groups and peers

Wider Issues

- Be prepared for an increase in child protection referrals
- Home may not have been a safe or happy place for some pupils will require additional support
- Some children may have competed with technology in their parents' attention
- Plan to support children and families where they wish for/cannot allow their child to return to school
- Take steps to identify and support pupils being in school where domestic abuse or another safeguarding concern may be the barrier to their return
- Vulnerable children may need additional/more support on return
- Identify and plan for how to close the gap between who were effectively home-schooled and those who were not
- What are the implications for continuing online for some pupils during the summer holidays?
- Are there opportunities to build upon the success of online platforms and children's online learning?
- Attendance during reopening is likely to be sporadic. How will you ensure children have consistent access to learning?

Remember

The UK Safer Internet Centre Helpline will be available to respond to any online safety query:
helpline@saferinternet.org.uk
SWGfL is donating its anonymous reporting/messaging platform to all schools (Whisper) for free during lockdown: [swgfl.org.uk/whisper](https://www.swgfl.org.uk/whisper)



[swgfl.org.uk/saferemotelearning](https://www.swgfl.org.uk/saferemotelearning)

If you have questions or concerns then contact the Professionals Online Safety Helpline or email at helpline@saferinternet.org.uk

Safer Blended Learning

Guidance for schools in planning for local lockdowns

Blended Learning combines learning in school alongside learning at home. With the possibility of future local or national lockdowns, schools should be planning to adopt a 'blended learning' approach to ensure the continuity of learning for their children.

The following guidance is to ensure your blended learning strategy is safe for your entire school community, with full details at [swgfl.org.uk/blendedlearning](https://www.swgfl.org.uk/blendedlearning) including statutory obligations.

Leadership

- Define who has leadership responsibility for blended learning
- Review policies and procedures to incorporate blended learning
- Provide appropriate pathways for children, young people and their families to report safeguarding concerns and make sure everyone is aware of these routes
- Provide appropriate pathways for staff and tutors to report safeguarding concerns arising and make sure everyone is aware of these routes
- Consider developing an action plan
- Review and learn from previous experiences and include a risk assessment
- Establish an appropriate lawful base and routes of communications that are consistent with data protection laws

[swgfl.org.uk/saferemotelearning](https://www.swgfl.org.uk/saferemotelearning)



If you have questions or concerns then contact the Professionals Online Safety Helpline on 0344 381 4772 or email at helpline@saferinternet.org.uk



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Online Learning Environment

- Is working from home necessary or can staff make use of a COVID secure empty classroom?
- Provide equipment, or schedule use of the classroom space to make use of equipment
- Maintain a central register of all online sessions
- Consider any obligations to ensure that filtering and monitoring systems are applied
- Carefully consider how you will safely and consistently share content
- Where appropriate, identify the right video platform



Expectations

- The safeguarding of pupils is paramount and takes precedence over all
- Identify a suitable environment for the call. Discourage, where possible, pupils from making video calls from their bedroom
- Appropriate clothing for all participants
- No personal items visible in the background
- Distractions and disturbances minimised
- Use a headset or headphones
- Cameras optional, but preferred
- Adherence of all to relevant behaviour and conduct policies
- Maintain a central register of all video calls and contacts - include the link to the call
- Adherence to the pre-agreed policy for the recording of sessions
- Involve parents and carers to ensure that they are well-informed
- Be conscious of confidentiality when working online



- Ensure staff, including tutors, are reminded of safeguarding policies and procedures
- Support teachers and tutors to understand their role in teaching online safety
- Reinforce teachers' and tutors' awareness of the need for appropriate professional behaviours whilst online (consider updating the staff behaviour policy/code of conduct)
- Ensure teachers and tutors are prepared and confident in using online delivery tools
- Provide support routes for staff, tutors, children and young people to obtain support for technology issues when accessing content online
- Consider an 'induction' session or pack/online content for staff, tutors, children and young people to outline the new blended learning approach
- Prepare communications to parents and carers in anticipation of online learning
- Not all children and young people will have unlimited bandwidth or technology available at all times of day
- Ensure that children and young people with SEND are considered in the planning and their access to blended learning accommodated
- Determine if online sessions will be recorded following local guidelines. If recording will take place, ensure that everyone is aware of this and the retention period
- Live learning can be captured and converted into recorded content as long as the privacy of the children and young people is maintained in accordance with data protection laws



SAVE the DATE

Safer Internet Day

2021 | Tuesday
9 February

www.saferinternetday.org



European
Commission

INHOPE

ins@fe

Thank You

David Wright

Director UK Safer Internet Centre



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