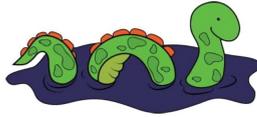


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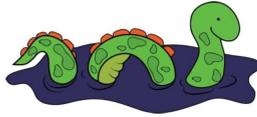
Supporting Positive Mental
Health in Schools

NESSie IN ED CIC On-line working Policy

Version Control:

Date approved by Board	Comments
01/03/2020	

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Online Working Policy

1. Introduction

1.1 NESSie IN ED CIC (NESSie) will be moving to a remote support model as our service adapts to the current COVID-19 crisis. NESSie is an educational settings based service and therefore may be influenced by government advice to schools.

1.2 Government guidance for school settings:

<https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>, from 23 March 2020, indicates that emergency legislation may be used to dis-apply or modify requirements and arrangements in schools. Whilst this happens, our top priority as a service remains the safeguarding, wellbeing and support of our Children and Young People (CYP).

2. Safeguarding

2.1 The safety of CYP is central to all policies and processes at NESSie. Safeguarding has always been, and remains today, an approach to identification, assessment and mitigation of risk. In the online world there are specific considerations to address.

3. Training

3.1 Staff will be trained on our chosen platforms, Zoom, Google hangouts & Microsoft Teams, to enable consistent understanding. These are the only platform support staff will be using (Appendix A *'Guidance for virtual support: freelance therapists'*).

3.2 Staff have received written guidance regarding the chosen platform and opportunities for individual and group practice training sessions (Appendix B: *'Virtual I platforms: guidance for staff'*).

3.3 Supervision on potential safeguarding issues will continue throughout the year

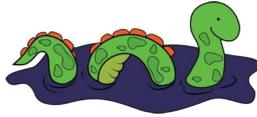
4. DSPL

4.1 The Designated Safeguarding Lead (DSL) Rachel Lambie, will continue to work throughout the entire closure period and be responsible for the continuity in safeguarding leadership. Sarah Blackford, our Designated Safeguarding Person (DSP), is also available.

4.2 The DSL will continue to work with the supervision team remotely and meet regularly to continue to triage any safeguarding incidents and discuss any significant support matters.

4.3 The DSL team will remain available and contactable remotely (via phone and Teams) throughout any closure period.

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5. Raising Concerns

5.1 Staff have been instructed to report any concerns about children in the usual way.

It remains a twofold process:

5.1.1 Contact a member of the DSL team via phone. Complete a report form. Ensure the educational setting DSP team has a copy and have emailed to say they have received it. Update the form with any action the setting has taken. Ensure the DSL team have an updated copy which they will triage.

5.2 Staff are instructed to report any concerns regarding a member of staff in the usual way. Either contact the CEO or, in her absence, Sarah Blackford or the Chair of Directors (Sarah Blackford will give contact details if required).

6. Online behaviour – children & young adults (CYP)

6.1 CYP, and their parents, have been made aware that our current policies on Acceptable Use, Behaviour, Anti-Bullying and Code of Conduct of the educational setting still remain in place during the remote process.

6.2 Therapists and counsellors are responsible for giving CYP, and their parents, further guidance from the service regarding being safe and appropriate online, at all times.

6.2.1 Therapists and counsellors are responsible for organising and booking therapy sessions, informing the setting and booking with the parent, carer or young adult. They will inform the CYP and parent that there is a 5 minute window before they start to get logged in and be ready to begin.

6.2.2 CYP should be in a quiet room (not their bedrooms - if this is not possible due to space restrictions the therapist is responsible for risk assessing the room with a parent or competent young adult), with pens and paper ready where possible. CYP should be dressed appropriately in case their camera turns on, as you would for a normal therapy session with the service.

6.2.3 Before joining, CYP should ensure that their microphone and camera are disabled until the therapist says otherwise. This can be done on the screen.

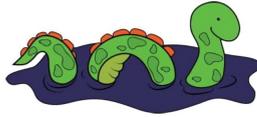
6.2.4 They should behave in a manner appropriate to their educational setting. The text chat should only be used appropriately.

7. Online behaviour – staff

7.1 Staff have been made aware that the Code of Conduct (staff) still remains in place during the remote process.

7.2 Staff have been given further guidance regarding being safe and appropriate online:

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7.2.1 CYP must not be in their bedrooms during video sessions unless there is no other viable space to meet. If this is the case the member of staff is responsible for carrying out a risk assessment and adapting their working alliance to ensure that the background is always appropriate and safe.

7.2.2 Therapists must be aware of their surroundings and have a neutral background wherever possible. There is a 'background blur' tab you can use on MS Teams (on if your computer is a more recent model).

7.2.3 CYP and staff should be dressed appropriately for a normal session (no pyjamas, dressing gowns, casual non work clothes etc).

7.2.4 CYP should have their microphones and cameras disabled until told otherwise.

7.2.5 Staff should only be using the CYP's school email addresses (if a CYP uses their own or parents own, you should reply to their educational setting account and also send that message in an email to parents too and inform setting if appropriate).

7.2.6 Please ensure comprehensive notes are taken throughout the contact (this provides an account should anything go wrong).

7.2.7 You must avoid one-to-one online support/conversations with a child under the age of 13 unless this is pre-approved and arranged with the parent or appropriate professional adult. Please ensure the educational setting is aware of the support being offered if applicable.

7.2.8 Staff, like the CYP, should consider the online environment as having the same professional boundaries as the therapy room.

7.2.9 Staff should never broadcast from personal YouTube channels.

7.2.11 Should staff have a safeguarding concern please report it, as usual, to your supervisor and one of the DSL team members as soon as possible.

7.2.12 The service's policies regarding child protection, behaviour and acceptable use still fully apply in the remote setting and will be actively enforced.

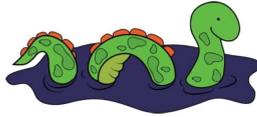
8. 1:1 Session with CYP

8.1 NESSie has a culture of individualised support, guidance and care. There are some considered risks within any virtual 1:1 interaction; however, the service has mitigated risks as far as possible.

8.1.3 Parents or a responsible adult must be present and 'check in' at the beginning of the session if the CYP is below the age of 13. If this proves impossible (due to illness or critical worker status) then a member of the DSL team, setting pastoral team, SMT or SENCO must also be present during the 1:1 session.

8.1.4 1:1 session must only happen between 8:30 am and 5:00 pm.

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8.1.5 All 1:1 sessions must be recorded with comprehensive notes.

8.1.6 All sessions must take place on MS Teams, ZOOM or Google hangouts, no other method is acceptable.

8.1.7 All sessions must be logged with and on google calendar and agreed by your supervisor.

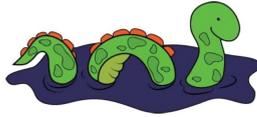
8.1.8 Staff will be prompted to say, at the start of each session “just to make you aware of our rules, contract etc”

9. Pastoral considerations

9.1 Ensuring the health, safety and wellbeing of our CYP remains paramount at NESSie: arguably more so than ever when working remotely from home and isolated from peers and school staff.

9.2 During the remote period, NESSie staff will continue to link with key professionals supporting the CYP to ensure their wellbeing.

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Appendix A

GUIDANCE FOR VIRTUAL SUPPORT - Freelance staff

Therapists will be mindful and proactive in their continued safeguarding duties as we move to a virtual support model.

The service will be using Microsoft Teams, Zoom and Google hangouts as our remote support platforms. Please ensure our safety protocols are adhered to.

Parents will be part of a discussion on what platform to use and will be responsible for setting up an account for their children.

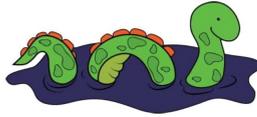
Below are some guidelines regarding the support of therapy remotely.

1. **ALL** sessions should be organised and approved by parents unless the CYP is over the age of 13 and deemed Gillick competent. These sessions are organised, at an agreed time, and this needs to be strictly adhered to.
2. There should be a parent/care-giver present at the beginning of each lesson and remain nearby throughout should the need arise.
3. CYP must not be working in their bedrooms during your sessions
4. CYP should be dressed appropriately for a normal lesson (ie. no pyjamas, dressing gowns, etc).
5. CYP should have their microphones and cameras disabled until told otherwise.
6. Staff will only be using CYP school email addresses (if a pupil uses their own, staff will reply to their school account and also send that message in an email to parents too and inform SENCo / school link, if appropriate).
7. CYP should consider the online therapy environment as having the same professional boundaries as the classroom.
8. Staff will never broadcast from personal YouTube channels, but should use one linked to and controlled by their service.
9. The service policies regarding child protection, behaviour and acceptable use still fully apply in the remote setting.
10. Sessions will be kept to a manageable length.
11. Language used by all concerned will be appropriate and professional at all times.

Should anyone have any queries or questions regarding safeguarding, do please contact me directly.

Rachel Lambie CEO and DSL rlambie.nessie@kjar.org.uk

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APPENDIX B

Virtual learning platforms - Guidance for NESSie staff

After Easter the service will make use of Google hangouts, Zoom and Microsoft Teams for virtual support and training.

Guidance for using Microsoft Teams

The majority of staff should be cognisant, Google Hangouts, Zoom (and training staff using MS Teams), as a platform for communication and therapy delivery.

If there are still some concerns or queries you can either contact Sarah Blackford or Rachel Lambie. Jayne Hale will provide 1-1 training on Zoom.

If there is a problem

Connection keeps dropping out

1. Turn your Wi-Fi Connection off and on again 2. Restart your browser and/or restart your laptop/computer 3. Send an email to Sarah Blackford for advice 4. Ensure the CYP are aware of issues by contacting their parents by telephone if appropriate.

Cannot connect

1. Check your connection works at home. 2. Check you are connected to the right Team group at the right time. 3. If you have a persistent problem, contact service.

Safeguarding and virtual Therapy

Staff must be conscious and proactive in their continued safeguarding duties.