



## **Conducting Microsoft Teams Meetings with Children and Young People**

### **Safeguarding Protocol**

Coventry SEND Support Service professionals are permitted to work with children and young people in a one to one situation on Microsoft Teams and do not require a chaperone: many of the conversations that take place are of a sensitive nature and the pupil needs to feel at ease.

Please consider the following points when working with a pupil

- You may want the parent to be present for the whole session
- You may prefer the parent to be present but undertake a task in another area of the work area.
- You may wish for the parent to be present at the beginning and end of the session but then leave the work area during the middle part of the call but request that the door is left open to the room where the child is taking the video meeting
- You may wish for the parent to be present at the beginning and end of the session and to check in a few times during the meeting
- Provide the parent with a short debrief at the end of the session just covering the topics addressed and provide an opportunity for questions
- Background – blur your background or ensure that nothing inappropriate is in view

### **General advice**

- Send the parent/ carer the 'How-to receive video calls' information and be able to talk through how to turn on their camera and microphone and be ready to give a mini tutorial in how to use the platform if needed
- Choose a quiet area in your home – be aware of white/other background noise.
- Lighting – if there's a window near you, make sure it's not directly in front or behind you. Make use of curtains/blind and lamps to adjust the lighting
- Ideally use a laptop rather than a mobile/tablet
- Log in to platform 5 mins before a session starts.
- If screen freezes/keeps glitching, let parent know and try leaving & re-joining meeting/restarting computer
- Bear in mind parents / carers WIFI may be glitchy (as various family members may be accessing entertainment at home!)
- Make sure everything that is needed is present/happens before the session begins

- Think about how long the session should be: this will depend on the age/stage of the child you are working with. Use your professional judgement.
- Don't use resources you wouldn't use in person! What you're doing on the computer should reflect what you do in real life.
- Remember resources such as toys may be limited in homes so try and use resources that are easily accessible and free e.g. household items
- Discuss with the pupil and parent when next session will take place
- Allow yourself time to write up the session so that you have a record of what took place.

January 2021