

Online Masterclasses: Guidance for Helpers

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1 Introduction

This guide covers how to support Ri Online Masterclasses, including safeguarding guidelines for online Ri Masterclasses and supporting individual online Masterclass sessions.

These guidelines are for online Masterclasses and do not cover face-to-face activities

Important Ri documentation

Helpers also need to be familiar with the following documents:

- The Ri Safeguarding Policy for Children
- Risk assessments provided by the organiser for the Masterclass activities they are supervising

Webpage for contributors with supporting materials for Masterclass supervisors, helpers and speakers.

<https://www.rigb.org/education/masterclasses/contributor-resources/>

Ri safeguarding policies and procedures

<https://www.rigb.org/policies/safeguarding-policies>

Masterclass Code of Conduct for all attendees

<https://www.rigb.org/ri-masterclasses-code-conduct>

Ri data protection policy

<https://www.rigb.org/policies>

¹Terminology: “DBS check” is our catch-all term and includes (dependant on region): DBS checks, PVG certificates or Access NI checks.

1.1 Roles in online Masterclasses

Masterclass organisers are the team of local people who organise and plan the Masterclass series. They may or may not be present during the actual sessions.

Masterclass supervisors are DBS-checked individuals who attend the Masterclasses and are responsible for the overall running of the sessions, in particular overseeing the students and safeguarding. Some supervisors may be more experienced and will lead on areas such as safeguarding. Supervisors may also be organisers or speakers.

Masterclass speakers are those delivering the main content of the workshops. They will also be classed as either supervisors or helpers, depending on their level of responsibility or access to certain features of the online platforms being used. These may be someone from the organising team or an external adult who has been invited to deliver a workshop.

Masterclass helpers are those who support the sessions, help the supervisors manage behaviour and assist students with their activities. They should not have access to certain features of the online platforms being used, such as the ability to message students privately.

Am I a supervisor?

Have you have been asked to take on any safeguarding duties, supervise a breakout room on your own, been made co-host or can you direct message students? If so, you should be a DBS-checked supervisor.

If you do think the above applies to you, talk to the organisers of your Masterclass series. You will need to read the Online Masterclasses Handbook for Supervisors instead of this document, and the organiser will arrange for your DBS verification.

2 Safeguarding Guidelines

As stated in the Ri Safeguarding Policies, the Ri is committed to ensuring that safeguarding is paramount throughout all that we do.

Access the policies and procedures via the links in section 1
or contact us for a digital/paper copy

We require all individuals associated with the Ri to:

- Share this commitment
- Understand that safeguarding is everyone's responsibility
- Safeguard the welfare of children and promote their wellbeing
- Work together with other Ri representatives, children and their families and relevant external organisations to help achieve the best possible outcomes for children and to protect them from harm
- Know what to do and who to speak to if they have any safeguarding concerns relating to a child or an Ri representative
- Be aware of and follow the guidance in the Ri's Child Safeguarding Policy and Procedure to recognise, respond to and report any concerns proactively and swiftly, no matter how minor or who is involved.

Everyone has a role to play in identifying concerns, sharing information appropriately and taking prompt action.

A child is anyone under the age of 18, regardless of any other status. If you have any concerns about the welfare of an adult, please refer to the Ri's Adult Safeguarding Policy and Procedure via the link on page 2.

2.1 Ri Child Safeguarding Procedure – explained for Masterclasses

Procedure overview

Our safeguarding policies and procedures are here to support and protect you as well as the children that we work with, and to help create a safe and secure environment for all, where safeguarding is paramount and inaction or silence around concerns of abuse or poor practice is not acceptable.

The Ri safeguarding policies cover the Ri's approach to safeguarding, while the procedures outline what you should do to maintain a high level of safeguarding throughout all Ri activities. This includes who you should talk to about any safeguarding questions or concerns (also available on the safeguarding webpage), how you should behave to create a safe environment, and the key steps in dealing with any concerns raised. These are referred to as the 4 Rs:

<p>RECOGNISE a concern, disclosure or accusation</p> <p>Take these seriously and do not dismiss them</p> <p>Listen to everything being shared</p> <p>Do not ask leading questions or investigate</p>	<p>RESPOND appropriately</p> <p>Reassure anyone sharing a concern, disclosure or accusation that they are doing the right thing in speaking up</p> <p>Do not promise confidentiality</p>	<p>REPORT all concerns to the DSOs or appropriate responsible person ASAP</p> <p>Tell anyone sharing concerns that you will pass them on to the appropriate people to help keep everyone safe</p>	<p>RECORD all the relevant information</p> <p>This will be required so the DSOs can assess what to do, and in case concerns need to be passed on to external organisations</p>
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If you have any concerns, or something is reported to you, you CANNOT assume someone else is dealing with it – you must report it to the appropriate people.

Following the Ri safeguarding procedure in a Masterclass

Initially, any safeguarding concerns or queries should be directed to the main supervisor during the Masterclass session, and then to the Masterclass organiser (unless this would be inappropriate, for example if they were somehow involved in the situation) and one of the Ri's Designated Safeguarding Officers (DSOs). If you are ever unsure, contact an Ri Safeguarding Officer or the NSPCC for advice.

A report form should also be completed as soon as possible and emailed to the relevant contact. This is available on the Ri child safeguarding policy webpage and all supervisors should be aware of how to access it.

Ri DSO contact details and phone numbers are on the main Ri safeguarding webpage, along with a link to the NSPCC help service, and in the safeguarding procedures. The DSOs have the general email address safeguarding@ri.ac.uk.

If your concern involves one of the DSOs in some way (either directly or if you do not feel your concern was acted upon properly), please contact one of the other responsible people – details for who to contact are listed on the main safeguarding webpage and in the safeguarding procedures.

2.2 Safeguarding best practise in online Masterclasses

Organisers and supervisors will be overseeing safeguarding requirements for each Masterclass series and are your first point of contact if you have any questions or concerns. Ensure you know who your main contacts are for all safeguarding matters.

- No-one should share personal contact details (including social media accounts etc) with the students.
- No students should be contacted directly by any individual outside of a Masterclass session.
- No-one without a verified DBS check should be able to send private messages to any student within the Masterclass, and students should not be able to send any private messages to anyone other than the DBS-checked session supervisors.

- You should not share links or other files within the session – if you wish to share any relevant resources, these should be sent to a supervisor who can verify the content before anything is shared with the wider group.
- The sessions should not be recorded, and no pictures or screenshots of the sessions should include participants or their details (e.g. video feeds, names, audio). The exception is when pictures or screenshots need to be used to record safeguarding concerns but these should not be shared other than to make a safeguarding report or stored longer than necessary.

Session attendance

- Joining information should never be shared with anyone not due to attend. Attendees should only receive joining instructions once appropriate consent has been obtained; organisers and supervisors will manage this process.
- The Ri Online Masterclasses Code of Conduct (CoC) should be followed by everyone in attendance. The CoC will have been shared with all participants prior to the first meeting. Supervisors will remind participants of the key points and share a link to the CoC at the start of every session. See Section 3 for more details.
- Waiting rooms will be used to control entry to the Masterclasses and to help manage behaviour; supervisors can move students back into the waiting room if they are being disruptive or violating the Code of Conduct.
- An adult register will be taken for each session so that the Masterclass groups and the Ri have a log of attending adults.

Accessibility

- Some students may need additional help to access the content if they have additional accessibility needs or are having technological problems. Supervisors will be leading on this, but may ask you to assist, especially in breakout rooms.

Supervision

- There must be at least one DBS-checked supervisor in the session, including one in each breakout room at all times. It is advisable to have multiple supervisors/helpers in each room so that there is always someone available to moderate the chat and deal with any issues or enquiries.
- If you become aware that there is not a supervisor in the room, for example if the assigned supervisor has technological difficulties, contact another supervisor immediately.

2.3 Useful Resources

If you want to read more about safeguarding children online, **NSPCC Learning** has a range of resources to support you. These pages may be particularly relevant:

- <https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse#heading-top>
- <https://learning.nspcc.org.uk/safeguarding-child-protection/social-media-and-online-safety#heading-top>

NetAware, run by the NSPCC, has a great selection of online safety resources as well as overviews of different platforms, apps and websites which you may wish to explore: <https://www.net-aware.org.uk/>

While the safety of the children or young people we work with is paramount, so is our safety. Please ensure that you take care of your own well-being when exploring these issues. If you have any questions or want to discuss any of the issues raised, please contact the Ri Masterclass team.

3 Code of Conduct

Everyone has a duty to ensure that there is a safe and welcoming environment for all those involved and as such there is an Ri Online Masterclasses Code of Conduct (CoC) outlining acceptable behaviour for students and all attending adults. The CoC can be found on the Online Masterclasses webpage (see Section 1).

Students violating the Code of Conduct

Supervisors should deal with any breaches in the CoC (including disruptive, vindictive or offensive behaviour) decisively and quickly in order to maintain a safe environment for all participants. **If you are aware of any breaches in the CoC, or if you are uncomfortable with anyone's behaviour, notify a supervisor immediately.**

- If something which breaks the CoC has been shared, try not to bring attention to it publicly as this can cause additional distress among the other participants.
- Sometimes discussions may bring up strong viewpoints, which is fine (unless people are being offensive to others, which would violate the code of conduct). Supervisors will keep an eye on the discussions to ensure that no-one is being attacked because of their views, and encouraging students to challenge the statement or the viewpoint, not the person.
- Please help the supervisors to keep an eye on the chat and video feeds – this will be especially necessary in breakout rooms.
- If you see a series or random letters or numbers, this may be a code for students to join an online game – notify the supervisors immediately, as this should be treated the same as all other personal data or contact details (many online gaming platforms have an in-built chat function).

A student breaching the code of conduct does not need to be reported as a safeguarding concern, unless you are concerned that what they are doing or saying is linked to something which could be potentially harmful to themselves or others.

4 Social Media Guidance

The Ri welcomes the use of social media to celebrate and promote Masterclass activities. You should avoid anything which implies you are posting on behalf of the Royal Institution and should follow these guidelines to keep everyone safe. If in doubt, ask for advice.

You are not able to take any pictures or recordings containing any students, their voices or their personal information. However, you could still share images or short videos showing speakers' demos or slide content, with their permission. Note that no details of how to join the sessions should be shared.

4.1 General Masterclass social media requirements

- Wherever possible, you should use the Ri Masterclass hashtag and/or tag the Ri in any Masterclass posts:

Ri handle: @Ri_Science

Masterclasses hashtag: #RiMasterclasses

- The @Ri_Science twitter account endeavours to retweet a small selection of Masterclass tweets that it is tagged in every month. Feel free to send us your Twitter handle and we'll arrange for the @Ri_science account to follow you.
- Please make every effort to credit/tag adult individuals and organisations featured in the content providing you have their consent e.g. the Masterclass speaker or host/organising institution. Please check with the speaker before sharing any of their materials or Masterclass content publicly.
- Where an individual or organisation uses social media to promote Masterclass activities, it should be made clear that any views expressed do not necessarily represent the views of the Royal Institution or any Royal Institution staff members. Many individuals who use social media to promote similar activities include a statement in their personal description to highlight that all views are their own.
- Use of Facebook and Twitter should be via personal or institution accounts. Standalone/regional 'Ri Masterclasses' pages or profiles should not be created, as this can cause confusion with other Masterclass groups and the main Ri brand.

4.2 Social media safeguarding requirements

- Masterclass volunteers should not send private messages or instigate/accept friend requests from students on social media.
- Students should never be tagged in social media posts.
- All social media platforms have a minimum age requirement for their users (often age 13, sometimes older). Students should never be encouraged to use a social media platform if they are under the required age for that platform.

Identifiable information

You must avoid giving details which could lead to the identification of any students. The following list includes personal information which may aid in identifying students; you should never share two or more of these pieces of information together:

- First name
- Surname
- School name or logo
- Town or village of residence
- Age
- Association with other identifiable (e.g. famous) people

Sensitive personal details (e.g. health information) should never be shared.

In addition, specific written consent should be obtained from parents/carers prior to any of the following being released for publication or released to the press, a journalist or any other professional:

- Student names (even first names) along with the name of the school they attend
- Any kind of immediately identifying information such as telephone number or email address

5 Supporting Online Masterclasses

5.1 Familiarise yourself with the technology

Masterclass organisers have been advised to run a test of the platform(s) they plan to use for the Masterclasses. If you are asked to take part in these tests, we would advise trying to ‘break’ the system so that you can troubleshoot any emerging issues.

Familiarise yourself with the platforms which will be used for your series, particularly if you have not used any of them before. Make sure you know how to:

- Use basic functions of the platform such as turning on/off video and audio, use the chat feature and change your screen name;
- Use interactive platform-specific features such as “raise hand”, reactions, annotation, etc.
- Use any accessibility features which may have been enabled, such as subtitles

Masterclass students will be accessing the sessions on a variety of devices (computer/phone/tablet, different types and ages of operating systems, etc.), which may change the functionality of some of the features. You may need to assist students who need support with using the different functions.

5.2 Contingency Planning

Online sessions in particular rely on having enough helpers and supervisors to adequately cover all the breakout rooms and session supervision. Make sure you can quickly notify the organisers/ supervisors if you are unable to attend for any reason and tell people as soon as possible so that it is more likely that cover can be arranged.

If you are having issues with the device you had intended to use, is there an alternative you can still access the session on? If this is a phone or tablet it may have more limited tools, so you will need to make supervisors aware if you cannot access some of the features.

5.3 Roles

All supervisors and other attending adults should be clear on what their roles and responsibilities are before the session. Supervisors and helpers may need to arrive early to sessions to discuss this and ensure everyone is clear on who is doing what before the students are admitted to the event.

There may be a closed chat group for the helpers, supervisors and speakers so that you can discuss things behind the scenes and work effectively as a team during the workshop. If so, the Masterclass organiser will contact you in advance to add you to the group.

5.4 Supporting students

You should be notified of the timeline and content of a session beforehand, particularly if you are due to support students with interactive elements such as breakout rooms. You may find you need more preparation on the content of the workshop to help students in an online Masterclass than a face-to-face one.

If you are leading discussions or activities in breakout rooms, make sure you keep to time and try to include all the students in your group in some way – don't let a small minority dominate the chat. Remember that things will take a lot longer than you expect on online sessions, particularly with students sharing ideas – it can take a surprising amount of time for them to navigate the software to unmute and say something, or to share something over the camera.

5.5 Access issues

Students may have issues accessing some content due to the device they are using or the quality of their internet. You may be asked to help assist them, for example by typing out what a speaker is saying so that they are still able to follow along.

If any students are unable to access some of the content or have difficulties with their involvement, notify a supervisor who will be able to talk to them about how they can still take part. It can be very distressing to some students if they feel they have missed an activity or explanation, so try to reassure them and let them know that the supervisor and/or organiser and speaker will try to find them an alternative way to access the content if possible; this may be by sending things at a later date.

5.6 Top Tips

- To avoid echoes and background noise, everyone should remain muted unless speaking.

- A speaker or supervisor will explain how students can ask questions/contribute ideas. Not all of the students' video screens will be visible to speakers and it can be difficult to see the chat while presenting; keep an eye out for anyone who may have been missed out and let a supervisor know in a private message so that they can be included if possible.
- If you don't think an instruction is clear or if students are having difficulty understanding something, ask a supervisor or speaker to give greater clarification.