



## **Carleton Rode & Forncett St. Peter**



### **CEVA**

## **Primary Federation**

**Carleton Rode and Forncett C.E.V.A. Primary Schools' ethos is founded on the belief that we should love our neighbour as we love ourselves and show this by treating others as we would like to be treated.**

## **Online Safety Policy**

<b>Formally adopted by the Governing Board of:</b>	<b>Carleton Rode &amp; Forncett St. Peter CEVA Primary Federation</b>
<b>On:</b>	<b>30.11.20</b>
<b>Chair of Governors:</b>	<b>Kirsty Byrne</b>
<b>Review due:</b>	<b>Autumn 2021</b>
<b>Signed by Chair of Committee:</b>	<b>Date 30.11.20</b>
<b>Louise Chandler</b>	
<b>Signed by Executive Head:</b>	<b>Date 30.11.20</b>
<b>J Jones</b>	

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This policy is based on the SchoolBus Model Policy which was last updated in August 2020

## Statement of intent

Carleton Rode & Forncett St. Peter CEVA Primary Federation understands that using online services is an important aspect of raising educational standards, promoting child achievement and enhancing teaching and learning.

The use of online services is embedded throughout the schools; therefore, there are a number of controls in place to ensure the safety of children and staff.

The breadth of issues classified within online safety is considerable, but they can be categorised into three areas of risk:

- **Content:** Being exposed to illegal, inappropriate or harmful material, e.g. pornography, fake news, and racist or radical and extremist views.
- **Contact:** Being subjected to harmful online interaction with other users, e.g. commercial advertising and adults posing as children or young adults.
- **Conduct:** Personal online behaviour that increases the likelihood of, or causes, harm, e.g. sending and receiving explicit messages, and cyberbullying.

The measures implemented to protect children and staff revolve around these areas of risk. The federation has created this policy with the aim of ensuring appropriate and safe use of the internet and other digital technology devices by all children and staff.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Voyeurism (Offences) Act 2019
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'Teaching online safety in school'
- DfE (2018) 'Searching, screening and confiscation'
- National Cyber Security Centre (2017) 'Cyber Security: Small Business Guide'
- UK Council for Child Internet Safety (2020) 'Education for a Connected World – 2020 edition'
- UK Council for Child Internet Safety (2017) 'Sexting in schools and colleges: Responding to incidents and safeguarding young people'

1.2. This policy operates in conjunction with the following federation policies and procedures:

- Allegations of Abuse Against Staff Procedures
- Acceptable Use Agreement
- **Data and E-Security Breach Prevention and Management Plan**
- Child Protection and Safeguarding Policy
- Behaviour and Anti-Bullying Policy
- RSE and Health and Relationships Education Policy
- Staff Code of Conduct
- Staff Disciplinary Policy and Procedures
- Data Protection Policy
- **Photography Policy/Procedures**
- Device User Agreement
- Child Remote Learning Policy

## 2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that this policy is effective and complies with relevant laws and statutory guidance.

- Ensuring the DSL's remit covers online safety.
- Reviewing this policy on an annual basis.
- Ensuring their own knowledge of online safety issues is up-to-date.
- Ensuring all staff undergo safeguarding and child protection training (including online safety) at induction.
- Ensuring that there are appropriate filtering and monitoring systems in place.

2.2. The Executive Headteacher (EHT) is responsible for:

- Supporting the deputy DSLs by ensuring they have enough time and resources to carry out their responsibilities in relation to online safety and making sure they have enough time themselves to do this as lead DSL.
- Ensuring staff receive regular, up-to-date and appropriate online safety training and information as part of their induction and safeguarding training.
- Ensuring online safety practices are audited and evaluated.
- Supporting staff to ensure that online safety is embedded throughout the curriculum so that all children can develop an appropriate understanding of online safety.
- Organising engagement with parents and carers to keep them up-to-date with current online safety issues and how the schools are keeping children safe.
- Working with the deputy DSLs and governing board to update this policy on an annual basis.

2.3. The DSL (also the EHT) is responsible for:

- Taking the lead responsibility for online safety across the federation.
- Acting as the named point of contact within the schools on all online safeguarding issues.
- Undertaking training so they understand the risks associated with online safety and can recognise additional risks that children with SEND face online.
- Liaising with relevant members of staff on online safety matters, e.g. the IT technician.
- Ensuring online safety is recognised as part of the federation's safeguarding responsibilities and that a coordinated approach is implemented.
- Ensuring safeguarding is considered in the federation's approach to remote learning.

- Ensuring appropriate referrals are made to external agencies, as required.
- Staying up-to-date with current research, legislation and online trends.
- Coordinating the federation's participation in local and national online safety events, e.g. Safer Internet Day.
- Establishing a procedure for reporting online safety incidents and inappropriate internet use, both by children and staff.
- Ensuring all members of the federation's community understand the reporting procedure.
- Maintaining records of reported online safety concerns as well as the actions taken in response to concerns.
- Monitoring online safety incidents to identify trends and any gaps in the federation's provision, and using this data to update the federation's procedures.
- Reporting to the governing board about online safety on an annual basis.
- Working with the SLT and governing board to update this policy on an annual basis.

2.4. IT technician is responsible for:

- Providing technical support in the development and implementation of the federation's online safety policies and procedures.
- Implementing appropriate security measures as directed by the Executive Headteacher.
- Ensuring that the schools' filtering and monitoring systems are updated as appropriate.

2.5. All staff members are responsible for:

- Taking responsibility for the security of ICT systems and electronic data they use or have access to.
- Modelling good online behaviours.
- Maintaining a professional level of conduct in their personal use of technology.
- Having an awareness of online safety issues.
- Reporting concerns in line with the federation's reporting procedure.
- Where relevant to their role, ensuring online safety is embedded in their teaching of the curriculum.

2.6. Children are responsible for:

- Adhering to this policy, their Acceptable Use Agreement and other relevant policies.
- Seeking help from their school staff if they are concerned about something they or a peer has experienced online.
- Reporting online safety incidents and concerns in line with the procedures within this policy.

### 3. The curriculum

- 3.1. Online safety is embedded throughout the curriculum; however, it is particularly addressed in the following subjects and through some events:
  - Relationships and Sex Education, Health Education and Relationships Education
  - Citizenship
  - Computing including units from 'Educating for a Connected World'
  - Safer Internet Day and activities
  - Anti-Bullying Week and activities
- 3.2. The curriculum and the federation's approach to online safety is developed in line with the UK Council for Child Internet Safety's 'Education for a Connected World' framework and the DfE's 'Teaching online safety in school' guidance.
- 3.3. Children are taught the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app they are using.
- 3.4. Online safety teaching is always appropriate to children's ages and developmental stages.
- 3.5. The underpinning knowledge and behaviours children learn through the curriculum include the following:
  - How to evaluate what they see online
  - How to recognise techniques used for persuasion
  - Acceptable and unacceptable online behaviour
  - How to identify online risks
  - How and when to seek support
- 3.6. The online risks children may face online are always considered when developing the curriculum. The risks that are considered and how they are covered in the curriculum can be found in [Appendix 1](#) of this policy.
- 3.7. The DSL is involved with the development of the federation's online safety curriculum.

- 3.8. The federation recognises that, while any child can be vulnerable online, there are some children who may be more susceptible to online harm or have less support from family and friends in staying safe online, e.g. children with SEND and LAC. Relevant members of staff, e.g. the SENCO and designated teacher for LAC, work together to ensure the curriculum is tailored so these children receive the information and support they need.
- 3.9. Class teachers review external resources prior to using them for the online safety curriculum, to ensure they are appropriate for the cohort of children. When reviewing these resources, the following questions are asked:
- Where does this organisation get their information from?
  - What is their evidence base?
  - Have they been externally quality assured?
  - What is their background?
  - Are they age appropriate for children?
  - Are they appropriate for children' developmental stage?
- 3.10. External visitors may be invited into either school to help with the delivery of certain aspects of the online safety curriculum. The Executive Headteacher decides when it is appropriate to invite external groups into the schools and ensure the visitors selected are appropriate.
- 3.11. Before conducting a lesson or activity on online safety, the class teacher and DSL consider the topic that is being covered and the potential that children in the class have suffered or may be suffering from online abuse or harm in this way. The DSL advises the staff member on how to best support any child who may be especially impacted by a lesson or activity.
- 3.12. Lessons and activities are planned carefully so they do not draw attention to a child who is being or has been abused or harmed online, to avoid publicising the abuse.
- 3.13. During an online safety lesson or activity, the class teacher ensures a safe environment is maintained in which children feel comfortable to say what they feel and are not worried about getting into trouble or being judged.
- 3.14. If a staff member is concerned about anything children raise during online safety lessons and activities, they will make a report in line with sections [15](#) and [16](#) of this policy.
- 3.15. If a child makes a disclosure to a member of staff regarding online abuse following a lesson or activity, the staff member will follow the reporting procedure outlined in sections [15](#) and [16](#) of this policy.

## **4. Staff training**

- 4.1. All staff receive safeguarding and child protection training, which includes online safety training, during their induction.
- 4.2. Online safety training for staff is updated annually and is delivered in line with advice from local safeguarding partners.
- 4.3. In addition to this training, staff also receive regular online safety updates as required and at least annually.
- 4.4. The DSL and any deputies undergo training to provide them with the knowledge and skills they need to carry out their role, this includes online safety training. This training is updated at least every two years.
- 4.5. In addition to this formal training, the DSL and any deputies receive regular online safety updates to allow them to keep up with any developments relevant to their role. In relation to online safety, these updates allow the DSL and their deputies to:
  - Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and capability required to keep children safe while they are online at the schools.
  - Recognise the additional risks that children with SEND face online and offer them support to stay safe online.
- 4.6. All staff receive a copy of this policy upon their induction and are informed of any changes to the policy.
- 4.7. Staff are required to adhere to the Staff Code of Conduct at all times, which includes provisions for the acceptable use of technologies and the use of social media.
- 4.8. All staff are informed about how to report online safety concerns, in line with sections [15](#) and [16](#) of this policy.
- 4.9. The EHT/DSL acts as the first point of contact for staff requiring advice about online safety.

## **5. Educating parents and carers**

- 5.1. The schools work in partnership with parents and carers to ensure children stay safe online at their school and at home.
- 5.2. Parents and carers are provided with information about the federation's approach to online safety and their role in protecting their children. Parental awareness is raised in the following ways:
  - Parent and carer events
  - Twilight training sessions
  - Newsletters

- 5.3. Parents and carers are sent a copy of the Acceptable Use Agreement at the start of each year and are encouraged to go through this with their child to ensure their child understands the document and the implications of not following it.

## **6. Classroom use**

- 6.1. A wide range of technology is used during lessons, including the following:
- Laptops
  - Tablets
  - Email
  - Cameras
- 6.2. Prior to using any websites, tools, apps or other online platforms in the classroom, or recommending that children use these platforms at home, the class teacher always reviews and evaluates the resource.
- 6.3. Class teachers ensure that any internet-derived materials are used in line with copyright law.
- 6.4. Children are supervised when using online materials during lesson time – this supervision is suitable to their age and ability.

## **7. Internet access**

- 7.1. Children, staff and other members of the school communities are only granted access to either schools' internet network once they have read and signed the Acceptable Use Agreement.
- 7.2. A record is kept in the schools' offices of users who have been granted internet access
- 7.3. All members of each federation community are encouraged to use their schools' internet network, instead of 3G, 4G and 5G networks, as the network has appropriate filtering and monitoring to ensure individuals are using the internet appropriately.

## **8. Filtering and monitoring online activity**

- 8.1. The governing board ensures each school's ICT network has appropriate filters and monitoring systems in place.
- 8.2. The Executive Headteacher and IT technician provider undertake a risk assessment to determine what filtering and monitoring systems are required.
- 8.3. The filtering and monitoring systems each school implements are appropriate to children's ages, the number of children using the network, how often children access the network, and the proportionality of costs compared to the risks.

- 8.4. The governing board ensures 'over blocking' does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- 8.5. The IT technician undertakes monthly checks on the filtering and monitoring systems to ensure they are effective and appropriate.
- 8.6. Requests regarding making changes to the filtering system are directed to the Executive Headteacher.
- 8.7. Prior to making any changes to the filtering system, the IT technician and the DSL conduct a risk assessment.
- 8.8. Any changes made to the system are recorded by IT technician.
- 8.9. Reports of inappropriate websites or materials are made to the IT technician immediately, who investigates the matter and makes any necessary changes.
- 8.10. Deliberate breaches of the filtering system are reported to the EHT/DSL and IT technician, who will escalate the matter appropriately.
- 8.11. If a child has deliberately breached the filtering system, they will be disciplined in line with federation policy.
- 8.12. If a member of staff has deliberately breached the filtering system, they will be disciplined in line with the Staff Disciplinary Policy and Procedure.
- 8.13. If material that is believed to be illegal is accessed, inadvertently or deliberately, this material will be reported to the appropriate agency immediately, e.g. the Internet Watch Foundation (IWF), CEOP and/or the police.
- 8.14. The schools' networks and school-owned devices are appropriately monitored.
- 8.15. All users of the network and school-owned devices are informed about how and why they are monitored.
- 8.16. Concerns identified through monitoring are reported to the EHT/DSL who manages the situation in line with sections [15](#) and [16](#) of this policy.

## **9. Network security**

- 9.1. Technical security features, such as anti-virus software, are kept up-to-date and managed by the IT technician.
- 9.2. Firewalls are switched on at all times.
- 9.3. The IT technician review the firewalls on a **regular** basis to ensure they are running correctly, and to carry out any required updates.

- 9.4. Staff and children are advised not to download unapproved software or open unfamiliar email attachments but to go through the IT technician.
- 9.5. Staff members and children report all malware and virus attacks to the IT technician.
- 9.6. All members of staff have their own unique usernames and private passwords to access the schools' systems.
- 9.7. Children in **Key Stage 2** are provided with their own unique username and private passwords.
- 9.8. Staff members and children are responsible for keeping their passwords private.
- 9.9. Passwords have a minimum and maximum length and require a mixture of letters, numbers and symbols to ensure they are as secure as possible.
- 9.10. Passwords expire after **90** days, after which users are required to change them.
- 9.11. Users are not permitted to share their login details with others and are not allowed to log in as another user at any time.
- 9.12. Users are required to lock access to devices and systems when they are not in use.
- 9.13. Users inform the IT technician if they forget their login details, who will arrange for the user to access the systems under different login details.
- 9.14. If a user is found to be sharing their login details or otherwise mistreating the password system, the Executive Headteacher is informed and decides the necessary action to take.
- 9.15. Full details of the schools' network security measures can be found in the **Data and E-Security Breach Prevention and Management Plan.**

## **10. Emails**

- 10.1. Access to and the use of emails is managed in line with the Data Protection Policy and Acceptable Use Agreement.
- 10.2. Staff and children are given approved school email accounts and are only able to use these accounts at their school and when doing school-related work outside of their school hours.
- 10.3. Prior to being authorised to use the email system, staff and children must agree to and sign the Acceptable Use Agreement.

- 10.4. Personal email accounts are not permitted to be used on either school site.
- 10.5. Any email that contains sensitive or personal information is only sent using secure and encrypted email.
- 10.6. Staff members and children are required to block spam and junk mail, and report the matter to the IT technician.
- 10.7. The schools' monitoring systems can detect inappropriate links, malware and profanity within emails – staff and children are made aware of this.
- 10.8. Chain letters, spam and all other emails from unknown sources are deleted without being opened.
- 10.9. Teachers explain what a phishing email and other malicious emails might look like to children at an age-appropriate level. This may include:
  - How to determine whether an email address is legitimate
  - The types of address a phishing email could use
  - The importance of asking “does the email urge you to act immediately?”
  - The importance of checking the spelling and grammar of an email
- 10.10. Any cyberattacks initiated through emails are managed in line with the **Data and E-Security Breach Prevention and Management Plan.**

## **11. Social networking**

### **Personal use**

- 11.1. Access to social networking sites is filtered as appropriate.
- 11.2. Staff and children are not permitted to use social media for personal use during lesson time.
- 11.3. Staff and children can use personal social media during break and lunchtimes; however, inappropriate or excessive use of personal social media during each schools' hours may result in the removal of internet access or further action.
- 11.4. Staff members are advised that their conduct on social media can have an impact on their role and reputation across the federation. Staff are reminded at least annually through reading and signing the Staff Code of Conduct.
- 11.5. Staff would receive training on how to use social media safely and responsibly should we opt to use it.

- 11.6. Staff are not permitted to communicate with children over social networking sites and are reminded to alter their privacy settings to ensure children are not able to contact them on social media.
- 11.7. Children are taught how to use social media safely and responsibly through the online safety curriculum.
- 11.8. Concerns regarding the online conduct of any member of the federation community on social media are reported to the EHT/DSL and managed in accordance with the relevant policy, e.g. Behaviour and Anti-Bullying Policy and Staff Code of Conduct.

#### **Use on behalf of the schools**

- 11.9. The use of social media on behalf of the school is conducted in line with the Code of Conduct.
- 11.10. The schools' currently have no official social media channels but have access to those of the Friends of each school. If staff use these to comment, they are only used for official educational or engagement purposes.
- 11.11. Should the schools decide to obtain social media accounts in future, staff members must be authorised by the Executive Headteacher to access them.
- 11.12. All communication on official social media channels by staff on behalf of each school would have to be clear, transparent and open to scrutiny.
- 11.13. The Staff Code of Conduct contains information on the acceptable use of social media – staff members are required to follow these expectations at all times.

## **12. The schools' websites**

- 12.1. The Executive Headteacher is responsible for the overall content of the schools' websites – they will ensure the content is appropriate, accurate, up-to-date and meets government requirements.
- 12.2. The websites comply with guidelines for publications including accessibility, data protection, respect for intellectual property rights, privacy policies and copyright law.
- 12.3. Personal information relating to staff and children is not published on the websites.
- 12.4. Images and videos are only posted on the websites if the provisions in the **Photography Policy** are met.

## **13. Use of school-owned devices**

- 13.1. Some staff members are issued with the following devices to assist with their work:
- Laptop
  - Tablet
- 13.2. Children are provided with school-owned devices as necessary to assist in the delivery of the curriculum, e.g. tablets to use during lessons.
- 13.3. School-owned devices are used in accordance with the Acceptable Use Agreement.
- 13.4. Staff and children are not permitted to connect school-owned devices to public Wi-Fi networks.
- 13.5. All school-owned devices are password protected.
- 13.6. All school-owned devices are fitted with software to ensure they can be remotely accessed, in case data on the device needs to be protected, retrieved or erased.
- 13.7. The IT technician reviews all school-owned devices on a rota basis to carry out software updates and ensure there is no inappropriate material on the devices.
- 13.8. No software, apps or other programmes can be downloaded onto a device without authorisation from the IT technician.
- 13.9. Staff members or children found to be misusing school-owned devices are disciplined in line with the Staff Disciplinary Policy and Procedure and Behavioural and Anti-Bullying Policy.

## **14. Use of personal devices**

- 14.1. Personal devices are used in accordance with the Staff Code of Conduct.
- 14.2. Personal electronic devices are not usually allowed our schools but in exceptional circumstances where they are required, they will be stored securely in either school office until needed and use will be supervised by a staff member.
- 14.3. Staff members are not permitted to use their personal devices during lesson time, other than in an emergency.
- 14.4. Staff members are not permitted to use their personal devices to take photos or videos of children.

- 14.5. Staff members report concerns about their colleagues' use of personal devices on both school premises in line with the Allegations of Abuse Against Staff procedure.
- 14.6. If a member of staff is thought to have illegal content saved or stored on a personal device, or to have committed an offence using a personal device, the Executive Headteacher will inform the police and action will be taken in line with the Allegations of Abuse Against Staff Policy.
- 14.7. If a child needs to contact their parents or carers during the school day, they are allowed to use the phones in the school offices.
- 14.8. The Executive Headteacher may authorise the use of mobile devices by a child for safety or precautionary use in certain circumstances.
- 14.9. Children's devices, if ever allowed in either school for a particular reason, can be searched, screened and confiscated in accordance with the Behaviour and Anti-Bullying Policy
- 14.10. If a staff member reasonably believes a child's personal device has been used to commit an offence or may provide evidence relating to an offence, the device will be handed to the police.
- 14.11. **Appropriate signage** is displayed to inform visitors to either school of the expected use of personal devices.
- 14.12. Any concerns about visitors' use of personal devices on either school premises are reported to the EHT/DSL.

## **15. Managing reports of online safety incidents**

- 15.1. Staff members and children are informed about what constitutes inappropriate online behaviour in the following ways:
- Staff training
  - The online safety curriculum
  - Collective Worship/assemblies
- 15.2. Concerns regarding a staff member's online behaviour are reported to the Executive Headteacher who decides on the best course of action in line with the relevant policies including: Staff Code of Conduct, Allegations of Abuse Against Staff Procedures and Staff Disciplinary Policy and Procedures.
- 15.3. Concerns regarding a child's online behaviour are reported to the EHT/DSL who investigates concerns with relevant staff members, e.g. the SLT and IT technician.

- 15.4. Concerns regarding a child's online behaviour are dealt with in accordance with relevant policies depending on their nature, e.g. Behaviour and Anti-Bullying Policy and Child Protection and Safeguarding Policy.
- 15.5. Where there is a concern that illegal activity has taken place, the Executive Headteacher will contact the police.
- 15.6. All online safety incidents and the individual school's response are recorded by the EHT/DSL.
- 15.7. [Section 16](#) of this policy outlines how the federation responds to specific online safety concerns, such as cyberbullying and peer-on-peer abuse.

## **16. Responding to specific online safety concerns**

### **Cyberbullying**

- 16.1. Cyberbullying, against both children and staff, is not tolerated.
- 16.2. Any incidents of cyberbullying are dealt with quickly and effectively whenever they occur.
- 16.3. Information about the federation's full response to incidents of cyberbullying can be found in the Behaviour and Anti-Bullying Policy.

### **Online sexual violence and sexual harassment between children (peer-on-peer abuse)**

- 16.4. The federation recognises that peer-on-peer abuse can take place online. Examples include the following:
- Non-consensual sharing of sexual images and videos
  - Sexualised cyberbullying
  - Online coercion and threats
  - Unwanted sexual comments and messages on social media
  - Online sexual exploitation
- 16.5. The federation responds to all concerns regarding online peer-on-peer abuse, whether or not the incident took place on our school premises or using school-owned equipment.
- 16.6. Concerns regarding online peer-on-peer abuse are reported to the EHT/DSL who will investigate the matter in line with the Child Protection and Safeguarding Policy.
- 16.7. Information about the federation's full response to incidents of online peer-on-peer abuse can be found in the Child Protection and Safeguarding Policy.

## **Upskirting**

- 16.8. Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.
- 16.9. A "specified purpose" is namely:
- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
  - To humiliate, distress or alarm the victim.
- 16.10. "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion activated camera.
- 16.11. Upskirting is not tolerated by the federation.
- 16.12. Incidents of upskirting are reported to the EHT/DSL who will then decide on the next steps to take, which may include police involvement, in line with the Child Protection and Safeguarding Policy.

## **Youth produced sexual imagery (sexting)**

- 16.13. Youth produced sexual imagery is the sending or posting of sexually suggestive images of under-18s via mobile phones or over the internet. Creating and sharing sexual photos and videos of individuals under 18 is illegal.
- 16.14. All concerns regarding sexting are reported to the EHT/DSL.
- 16.15. Following a report of sexting, the following process is followed:
- The DSL holds an initial review meeting with appropriate member of staff
  - Subsequent interviews are held with the children involved, if appropriate
  - Parents and carers are informed at an early stage and involved in the process unless there is a good reason to believe that involving the parents or carers would put the child at risk of harm
  - At any point in the process if there is a concern a child has been harmed or is at risk of harm, a referral will be made to children's social care services and/or the police immediately
  - The interviews with staff, children and their parents/carers are used to inform the action to be taken and the support to be implemented

- 16.16. When investigating a report, staff members do not view the youth produced sexual imagery unless there is a good and clear reason to do so.
- 16.17. If a staff member believes there is a good reason to view youth produced sexual imagery as part of an investigation, they discuss this with the Executive Headteacher first.
- 16.18. The decision to view imagery is based on the professional judgement of the EHT/DSL and always complies with the Child Protection and Safeguarding Policy.
- 16.19. Any accidental or intentional viewing of youth produced sexual imagery that is undertaken as part of an investigation is recorded.
- 16.20. If it is necessary to view the imagery, it will not be copied, printed or shared.

Viewing and deleting imagery is carried out in line with the Behaviour and Anti-Bullying Policy

#### **Online abuse and exploitation**

- 16.21. Through the online safety curriculum, children are taught about how to recognise online abuse and where they can go for support if they experience it.
- 16.22. The schools respond to concerns regarding online abuse and exploitation, whether or not it took place on the school premises or using school-owned equipment.
- 16.23. All concerns relating to online abuse and exploitation, including child sexual abuse and exploitation and criminal exploitation, are reported to the EHT/DSL and dealt with in line with the Child Protection and Safeguarding Policy.

#### **Online hate**

- 16.24. The federation does not tolerate online hate content directed towards or posted by members of either school community.

Incidents of online hate are dealt with in line with the relevant federation policy depending on the nature of the incident and those involved, e.g. Staff Code of Conduct, Behaviour and Anti-Bullying Policy.

#### **Online radicalisation and extremism**

- 16.25. The schools' filtering systems protect children and staff from viewing extremist content.

- 16.26. Concerns regarding a staff member or child being radicalised online are dealt with in line with the Child Protection and Safeguarding Policy which includes details of the Prevent Duty.

## **17. Remote learning**

- 17.1. All remote learning is delivered in line with the Federation's Remote Home-Learning Policy.

- 17.2. All staff and children using live video communication must:

- Communicate in groups – one-to-one sessions are only carried out where necessary.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not usually permitted during video communication unless there is no choice and the background is plain and suitable or is blurred. Some children and some staff have no other area they can use as part of their bedroom has a desk and 'office' space.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in our schools.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Always remain aware that they are visible/audible unless muted.

- 17.3. All staff and children using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in our schools.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard if not muted.

- 17.4. The schools will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for children with SEND. This will be decided and approved by the EHT/SLT, in collaboration with the SENCO.

- 17.5. Children not using devices or software as intended will be disciplined in line with the Behaviour and Anti-Bullying Policy.

- 17.6. The schools will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- 17.7. The schools have notified parents and carers prior to the period of remote learning about the methods of delivering remote teaching – alternate arrangements will be made where necessary.
- 17.8. The schools will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- 17.9. During the period of remote learning, the school will maintain regular contact with parents and carers to:
- Reinforce the importance of children staying safe online.
  - Ensure parents and carers are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
  - Encourage them to set age-appropriate parental/carer controls on devices and internet filters to block malicious websites.
  - Direct parents and carers to useful resources to help them keep their children safe online.
- 17.10. The schools will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the schools.

## **18. Monitoring and review**

- 18.1. The federation recognises that the online world is constantly changing; therefore, the DSLs, IT technician and the Executive Headteacher will review this policy whenever necessary in the light of any reports, incidents or new information, to evaluate and ensure its effectiveness.
- 18.2. The governing board, Executive Headteacher/DSL review this policy in full on an annual basis and following any online safety incidents.

Any changes made to this policy are communicated to all members of the federation community.

## Appendix 1: Online harms and risks – curriculum coverage

The table below contains information from the DfE’s ‘Teaching online safety in schools’ guidance about what areas of online risk schools should teach children about. We used the primary elements to assist us in developing our own online safety curriculum, taking into account our context the needs of our children.

Subject area	Description and teaching content	Curriculum area the harm or risk is covered in
<b>How to navigate the internet and manage information</b>		
Age restrictions	<p>Some online activities have age restrictions because they include content which is not appropriate for children under a specific age.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• That age verification exists and why some online platforms ask users to verify their age</li> <li>• Why age restrictions exist</li> <li>• That content that requires age verification can be damaging to under-age consumers</li> <li>• What the age of digital consent is (13 for most platforms) and why it is important</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Health education</li> <li>• Computing curriculum</li> </ul>
How content can be used and shared	<p>Knowing what happens to information, comments or images that are put online.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• What a digital footprint is, how it develops and how it can affect children’ futures</li> <li>• How cookies work</li> <li>• How content can be shared, tagged and traced</li> <li>• How difficult it is to remove something once it has been shared online</li> <li>• What is illegal online, e.g. youth-produced sexual imagery (sexting)</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• Health education</li> <li>• <b>[Secondary schools]</b> RSE</li> <li>• Computing curriculum</li> </ul>

<p>Disinformation, misinformation and hoaxes</p>	<p>Some information shared online is accidentally or intentionally wrong, misleading or exaggerated.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• Disinformation and why individuals or groups choose to share false information in order to deliberately deceive</li> <li>• Misinformation and being aware that false and misleading information can be shared inadvertently</li> <li>• Online hoaxes, which can be deliberately and inadvertently spread for a variety of reasons</li> <li>• That the widespread nature of this sort of content can often appear to be a stamp of authenticity, making it important to evaluate what is seen online</li> <li>• How to measure and check authenticity online</li> <li>• The potential consequences of sharing information that may not be true</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• Health education</li> <li>• <b>[Secondary schools]</b> RSE</li> <li>• <b>[KS2 and above]</b> Computing curriculum</li> <li>• <b>[KS3 and KS4]</b> Citizenship</li> </ul>
<p>Fake websites and scam emails</p>	<p>Fake websites and scam emails are used to extort data, money, images and other things that can either be used by the scammer to harm the person targeted or sold on for financial, or other, gain.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• How to recognise fake URLs and websites</li> <li>• What secure markings on websites are and how to assess the sources of emails</li> <li>• The risks of entering information to a website which is not secure</li> <li>• What children should do if they are harmed/targeted/groomed as a result of interacting with a fake website or scam email</li> <li>• Who children should go to for support</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• <b>[Secondary schools]</b> RSE</li> <li>• Health education</li> <li>• Computing curriculum</li> </ul>
<p>Online fraud</p>	<p>Fraud can take place online and can have serious consequences for individuals and organisations.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• What identity fraud, scams and phishing are</li> <li>• That children are sometimes targeted to access adults' data</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> </ul>

	<ul style="list-style-type: none"> <li>• What 'good' companies will and will not do when it comes to personal details</li> </ul>	<ul style="list-style-type: none"> <li>• Computing curriculum</li> </ul>
<p>Password phishing</p>	<p>Password phishing is the process by which people try to find out individuals' passwords so they can access protected content.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• Why passwords are important, how to keep them safe and that others might try to get people to reveal them</li> <li>• How to recognise phishing scams</li> <li>• The importance of online security to protect against viruses that are designed to gain access to password information</li> <li>• What to do when a password is compromised or thought to be compromised</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• Computing curriculum</li> </ul>
<p>Personal data</p>	<p>Online platforms and search engines gather personal data – this is often referred to as 'harvesting' or 'farming'.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• How cookies work</li> <li>• How data is farmed from sources which look neutral</li> <li>• How and why personal data is shared by online companies</li> <li>• How children can protect themselves and that acting quickly is essential when something happens</li> <li>• The rights children have with regards to their data</li> <li>• How to limit the data companies can gather</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• <b>[Secondary schools]</b> RSE</li> <li>• Computing curriculum</li> </ul>
<p>Persuasive design</p>	<p>Many devices, apps and games are designed to keep users online for longer than they might have planned or desired.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• That the majority of games and platforms are designed to make money – their primary driver is to encourage people to stay online for as long as possible</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Health education</li> <li>• Computing curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• How notifications are used to pull users back online</li> </ul>	
Privacy settings	<p>Almost all devices, websites, apps and other online services come with privacy settings that can be used to control what is shared.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• How to find information about privacy settings on various devices and platforms</li> <li>• That privacy settings have limitations</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• Computing curriculum</li> </ul>
Targeting of online content	<p>Much of the information seen online is a result of some form of targeting.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• How adverts seen at the top of online searches and social media have often come from companies paying to be on there and different people will see different adverts</li> <li>• How the targeting is done</li> <li>• The concept of clickbait and how companies can use it to draw people to their sites and services</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Health education</li> <li>• Computing curriculum</li> </ul>
<b>How to stay safe online</b>		
Online abuse	<p>Some online behaviours are abusive. They are negative in nature, potentially harmful and, in some cases, can be illegal.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• The types of online abuse, including sexual harassment, bullying, trolling and intimidation</li> <li>• When online abuse can become illegal</li> <li>• How to respond to online abuse and how to access support</li> <li>• How to respond when the abuse is anonymous</li> <li>• The potential implications of online abuse</li> <li>• What acceptable and unacceptable online behaviours look like</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• <b>[Secondary schools]</b> RSE</li> <li>• Health education</li> <li>• Computing curriculum</li> <li>• <b>[KS4]</b> Citizenship</li> </ul>

Challenges	<p>Online challenges acquire mass followings and encourage others to take part in what they suggest.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• What an online challenge is and that, while some will be fun and harmless, others may be dangerous and even illegal</li> <li>• How to assess if the challenge is safe or potentially harmful, including considering who has generated the challenge and why</li> <li>• That it is okay to say no and to not take part in a challenge</li> <li>• How and where to go for help</li> <li>• The importance of telling an adult about challenges which include threats or secrecy – ‘chain letter’ style challenges</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• Health education</li> </ul>
Content which incites	<p>Knowing that violence can be incited online and escalate very quickly into offline violence.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• That online content (sometimes gang related) can glamorise the possession of weapons and drugs</li> <li>• That to intentionally encourage or assist in an offence is also a criminal offence</li> <li>• How and where to get help if they are worried about involvement in violence</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• <b>[Secondary schools]</b> RSE</li> </ul>
Fake profiles	<p>Not everyone online is who they say they are.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• That, in some cases, profiles may be people posing as someone they are not or may be ‘bots’</li> <li>• How to look out for fake profiles</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• Computing curriculum</li> </ul>
Grooming	<p>Knowing about the different types of grooming and motivations for it, e.g. radicalisation, child sexual abuse and exploitation (CSAE) and gangs (county lines).</p>	<p>This risk or harm is covered in the following curriculum area(s):</p>

	<p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• Boundaries in friendships with peers, in families, and with others</li> <li>• Key indicators of grooming behaviour</li> <li>• The importance of disengaging from contact with suspected grooming and telling a trusted adult</li> <li>• How and where to report grooming both in school and to the police</li> </ul> <p>At all stages, it is important to balance teaching children about making sensible decisions to stay safe whilst being clear it is never the fault of the child who is abused and why victim blaming is always wrong.</p>	<ul style="list-style-type: none"> <li>• Relationships education</li> <li>• <b>[Secondary schools]</b> RSE</li> </ul>
Live streaming	<p>Live streaming (showing a video of yourself in real-time online either privately or to a public audience) can be popular with children, but it carries a risk when carrying out and watching it.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• What the risks of carrying out live streaming are, e.g. the potential for people to record livestreams and share the content</li> <li>• The importance of thinking carefully about who the audience might be and if children would be comfortable with whatever they are streaming being shared widely</li> <li>• That online behaviours should mirror offline behaviours and that this should be considered when making a livestream</li> <li>• That children should not feel pressured to do something online that they would not do offline</li> <li>• Why people sometimes do and say things online that they would never consider appropriate offline</li> <li>• The risk of watching videos that are being livestreamed, e.g. there is no way of knowing what will be shown next</li> <li>• The risks of grooming</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• <b>[Secondary schools]</b> Health education</li> </ul>
Pornography	<p>Knowing that sexually explicit material presents a distorted picture of sexual behaviours.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• That pornography is not an accurate portrayal of adult sexual relationships</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p>

	<ul style="list-style-type: none"> <li>• That viewing pornography can lead to skewed beliefs about sex and, in some circumstances, can normalise violent sexual behaviour</li> <li>• That not all people featured in pornographic material are doing so willingly, i.e. revenge porn or people trafficked into sex work</li> </ul>	<ul style="list-style-type: none"> <li>• <b>[Secondary schools]</b> RSE</li> </ul>
Unsafe communication	<p>Knowing different strategies for staying safe when communicating with others, especially people they do not know or have not met.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• That communicating safely online and protecting your privacy and data is important, regardless of who you are communicating with</li> <li>• How to identify indicators of risk and unsafe communications</li> <li>• The risks associated with giving out addresses, phone numbers or email addresses to people children do not know, or arranging to meet someone they have not met before</li> <li>• What online consent is and how to develop strategies to confidently say no to both friends and strangers online</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> <li>• <b>[Secondary schools]</b> RSE</li> <li>• Computing curriculum</li> </ul>
<b>Wellbeing</b>		
Impact on confidence (including body confidence)	<p>Knowing about the impact of comparisons to 'unrealistic' online images.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• The issue of using image filters and digital enhancement</li> <li>• The role of social media influencers, including that they are paid to influence the behaviour of their followers</li> <li>• The issue of photo manipulation, including why people do it and how to look out for it</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• <b>[Secondary schools]</b> Health education</li> </ul>
Impact on quality of life, physical and mental health and relationships	<p>Knowing how to identify when online behaviours stop being fun and begin to create anxiety, including that there needs to be a balance between time spent online and offline.</p> <p>Teaching includes the following:</p>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Health education</li> </ul>

	<ul style="list-style-type: none"> <li>• How to evaluate critically what children are doing online, why they are doing it and for how long (screen time)</li> <li>• How to consider quality vs. quantity of online activity</li> <li>• The need for children to consider if they are actually enjoying being online or just doing it out of habit due to peer pressure or the fear of missing out</li> <li>• That time spent online gives users less time to do other activities, which can lead some users to become physically inactive</li> <li>• The impact that excessive social media usage can have on levels of anxiety, depression and other mental health issues</li> <li>• That isolation and loneliness can affect children and that it is very important for them to discuss their feelings with an adult and seek support</li> <li>• Where to get help</li> </ul>	
Online vs. offline behaviours	<p>People can often behave differently online to how they would act face to face.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• How and why people can often portray an exaggerated picture of their lives (especially online) and how that can lead to pressures around having perfect/curated lives</li> <li>• How and why people are unkind or hurtful online when they would not necessarily be unkind to someone face to face</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• Relationships education</li> </ul>
Reputational damage	<p>What users post can affect future career opportunities and relationships – both positively and negatively.</p> <p>Teaching includes the following:</p> <ul style="list-style-type: none"> <li>• Strategies for positive use</li> <li>• How to build a professional online profile</li> </ul>	<p>This risk or harm is covered in the following curriculum area(s):</p> <ul style="list-style-type: none"> <li>• <b>[Secondary schools] RSE</b></li> </ul>
Suicide, self-harm and eating disorders	<p>Children may raise topics including eating disorders, self-harm and suicide. Teachers must be aware of the risks of encouraging or making these seem a more viable option for children and should take care to avoid giving instructions or methods and avoid using language, videos and images.</p>	