

LONGLEY PARK SIXTH FORM ACADEMY ONLINE SAFETY POLICY

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Policy Lead:	Simon Winslow
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1. Introduction

Brigantia Learning Trust recognises the benefits and opportunities which new technologies offer to teaching and learning. The use of technology is encouraged to enhance skills and promote achievement. However, the accessible and global nature of the internet and variety of technologies available mean that the Trust is also aware of potential risks and challenges associated with such use. The Trust approach is to implement safeguards across the Trust and to support staff, children and young people to identify and manage risks independently. This can be achieved through a combination of security measures, training and guidance, and the implementation of our policies. In furtherance of our duty to safeguard staff and learners, the Trust will aim to ensure that staff and children/young people stay safe online.

Online safety encompasses internet technologies and electronic communications such as mobile phones and wireless technology. It highlights the need to educate children and young people about the benefits and risks of using new technology, and provides safeguards and awareness for users to enable them to control their online experiences. The online world is developing rapidly and most of our children/young people have access to devices which enable them to connect to the internet, take images, videos and communicate with others. The use of these exciting and innovative tools in our academies and at home has been shown to raise educational standards, and promote the achievement of children/young people. However, the use of these new technologies can put users at risk. As stated previously, the breadth of issues within online safeguarding is considerable, Our approach to online safety is based on addressing the following categories of risk:

The 4 key categories of risk

- **Content:** being exposed to illegal, inappropriate or harmful material
- **Contact:** being subjected to harmful online interaction with other users
- **Conduct:** personal online behaviour that increases the likelihood of or causes harm
- **Commerce:** Risks such as online gambling, inappropriate advertising, phishing and/or financial scams
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Many of these risks reflect situations in the offline world so it is essential that this Online Safeguarding Policy is used in conjunction with other policies including the Trust Safeguarding and Child Protection policies.

This policy applies to all members of the Trust community including staff, learners, Trustees and visitors who have access to the Trust IT systems, both on the premises and remotely. Any user of Trust IT systems must adhere to the current age-appropriate Acceptable Use Agreement.



2. Aims

Our Trust Aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

3. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, Keeping Children Safe in Education, and its advice for schools on:

- Teaching online safety in schools
- Preventing and tackling bullying and cyber-bullying: advice for headteachers and school staff
- Relationships and sex education
- Searching, screening and confiscation

It also refers to the Department's guidance on protecting children from radicalisation.

It reflects existing legislation, including but not limited to the Education Act 1996 (as amended), the Education and Inspections Act 2006 and the Equality Act 2010. In addition, it reflects the Education Act 2011, which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

The policy also takes into account the National Curriculum computing programmes of study and complies with our funding agreement and articles of association.

4. Roles and Responsibilities

4.1. Trustees

The board of Trustees has overall responsibility for monitoring this policy and holding principals to account for its implementation.

The board of Trustees will co-ordinate regular meetings with appropriate staff to discuss online safety and monitor online safety logs as provided by the designated safeguarding leads (DSL).

The Trustee who oversees online safety is Allison Warner

All Trustees will:

- Ensure that they have read and understand this policy
- Agree and adhere to the terms of the Trusts Acceptable Use Policy



- Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some pupils with SEND because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable.

4.2. The Principal

The Principal is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the academy.

4.3. The designated safeguarding lead

Details of the academy's DSL and deputies are set out in our child protection and safeguarding policy as well as relevant job descriptions.

The DSL takes lead responsibility for online safety in the academy, in particular:

- Supporting the principal in ensuring that staff understand this policy and that it is being implemented consistently throughout the school
- Working with the principal, Trust technical team and other staff, as necessary, to address any online safeguarding concerns issues or incidents.
- Ensuring that any online safeguarding incidents are logged on CPOMS and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged on CPOMS and dealt with appropriately in line with the academy behaviour policy
- Updating and delivering staff training on online safeguarding annually
- Liaising with other agencies and/or external services if necessary including the National Online Safety Team
- Providing regular reports on online safeguarding in the academy to the principal and/or governing board

This list is not intended to be exhaustive.

4.4. The Technical Team

The technical team are responsible for:

- Putting in place appropriate filtering and monitoring systems, which are updated on a regular basis and keep pupils safe from potentially harmful and inappropriate content and contact online while at the academy or when accessing a Trust device outside which is not on the Trust network, including terrorist and extremist material.
- Ensuring that the academy's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly.
- Conducting a full security check and monitoring the academy's ICT systems on a regular basis.



- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files.
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy.
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the academies behaviour policy.

This list is not intended to be exhaustive.

4.5. All staff and volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy
- Implementing this policy consistently
- Agreeing and adhering to the terms on acceptable use of the Trusts Acceptable Use Policy and ensuring that pupils follow the Trusts Acceptable Use Policy
- Working with the DSL to ensure that any online safeguarding incidents are logged on CPOMS and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the academy's behaviour policy

This list is not intended to be exhaustive.

4.6. Parents

Parents are expected to:

- Notify a member of staff or the principal of any concerns or queries regarding this policy
- Ensure their child has read, understood and agreed to the terms of the Trusts Acceptable Use Policy
- Use the National Online Safety website to help keep their children safe.

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- What are the issues? - [UK Safer Internet Centre](#)
- Hot topics - [Childnet International](#)
- Parent factsheet - [Childnet International](#)

4.7. Visitors and members of the community

Visitors and members of the community who use the academy's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms off the visitors Acceptable Use Policy.



5. Educating the Trust community about online safety

5.1. Educating students about online safety

Pupils will be taught about online safety as part of the curriculum:

It is also taken from the guidance on relationships education, relationships and sex education (RSE) and health education.

The academy will teach:

Relationships education and health education in tutorials

Relationships and sex education and health education in tutorials

In **Key Stage 5**, students will be taught to:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- Recognise inappropriate content, contact and conduct, and know how to report concerns
- To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
- How to report a range of concerns

By the **end of Sixth Form**, students will know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- How information and data is generated, collected, shared and used online
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

The safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some pupils with SEND.



5.2. Educating staff about online safety

We will:

- Provide and discuss the online safeguarding policy and procedures with all members of staff as part of induction.
- Provide up-to-date and appropriate online safety training for all staff on a regular basis, with at least annual updates. This will be done through stand-alone sessions or through drip feeding with small sessions/ daily bulletin reminders. This will cover the potential risks posed to learners (Content, Contact and Conduct) as well as our professional practice expectations.
- Recognise the expertise staff build by undertaking safeguarding training and managing safeguarding concerns and provide opportunities for staff to contribute to and shape online safety policies and procedures.
- Make staff aware that our IT systems are monitored, and that activity can be traced to individual users; staff will be reminded to behave professionally and in accordance with our policies when accessing our systems and devices.
- Make staff aware that their online conduct outside of the sixth form, including personal use of social media, could have an impact on their professional role and reputation.
- Highlight useful educational resources and tools which staff should use, according to the age and ability of the learners.
- Ensure all members of staff are aware of the procedures to follow regarding online safety concerns affecting learners, colleagues, or other members of the community.

5.3. Educating parents about online safety

- Our academies will raise parents' awareness of internet safety.
- This policy will also be shared with parents.
- Parents will have access to the National Online Safety Website.
- If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the academies principal and/or the DSL.
- Concerns or queries about this policy can be raised with the principal.

6. Cyber-bullying

Cyber-bullying takes place online, such as through social networking sites, messaging apps and forums, gaming sites and games consoles. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

6.1. Preventing and addressing cyber-bullying

- To help prevent cyber-bullying, we will ensure that students understand what it is and what to do if they become aware of it happening to them or others. We will ensure that students know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.
- Each academy will actively discuss cyber-bullying with students, explaining the reasons why it occurs, the forms it may take and what the consequences can be. This will be delivered through lessons and through school assemblies.
- Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.



- All staff, trustees, AAC members and volunteers receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training.
- Each academy also provides information on cyber-bullying via their websites to parents so that they are aware of the signs, how to report it and how they can support children who may be affected.
- In relation to a specific incident of cyber-bullying, academies will follow the processes set out in the academies behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the academy will use all reasonable endeavours to ensure the incident is contained.
- The DSL will consider whether the incident should be reported to the police if it involves illegal material and will work with external services if it is deemed necessary to do so.

7. Internet filtering and monitoring

Brigantia Learning Trust ensures that each academy has age and ability appropriate filtering and monitoring in place, to limit learner's exposure to online risks. Our decision regarding filtering and monitoring has been informed by a risk assessment, considering our specific needs and circumstances.

All members of staff are aware that they cannot rely on filtering and monitoring alone to safeguard learners; effective classroom management and regular education about safe and responsible use is essential.