



Online Learning Policy

Communication

In order to realise shared goals and achieve the very best for learners we work collaboratively with parents/carers, schools, academies and other stakeholders. We will communicate the highest standards and expectations at all times.

Achieve

We have the highest of expectations of both ourselves and our learners. We believe that all of our learners can make progress and achieve academically, socially and emotionally.

Effort

We recognise that our work has a positive impact on our learners and their families/carers, improving outcomes for all. We work tirelessly to improve the lives of our learners.

Respect

Respect is the foundation on which our schools values are based. We promote care, trust and honesty with our learners, their families/carers, schools, academies and all other partners and stakeholders.

Date:	September 2020
Date approved by Management Committee:	16.9.20
Signature of Chair of Management Committee:	<i>A. Cunningham</i>
To be reviewed:	Every Two Years

Introduction

The Link school online safety policy aims to create an environment where learners, staff, parents, governors and the wider school community work together to inform each other of ways to use the Internet responsibly, safely and positively.

Through teaching ICT we equip children and young people to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. We enable them to find, explore, analyse, exchange and present information in a varied and stimulating way. ICT skills are a major factor in enabling them to be confident, creative and independent learners. As the aims of ICT are to equip children and young people with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. We provide suitable learning opportunities for all children and young people by matching the challenge of the task to the ability and experience of the child.

Internet technology helps learners learn creatively and effectively and encourages collaborative learning and the sharing of good practice amongst all school stakeholders. The online safety policy encourages appropriate and safe conduct and behaviour when achieving this. Learners, staff and all other users of school related technologies will work together to agree standards and expectations relating to usage in order to promote and ensure good behaviour. These agreements and their implementation will promote positive behaviour which can transfer directly into each learner's adult life and prepare them for experiences and expectations in the workplace. The policy is not designed to be a list of prohibited activities, but instead a list of areas to discuss, teach and inform, in order to develop positive behaviour and knowledge leading to a safer Internet usage and year on year improvement and measurable impact on online safety. It is intended that the positive effects of the policy will be seen online and offline; in school and at home; and ultimately beyond school and into the workplace.

The Link School Online safety Policy Scope

The school online safety Policy and agreements apply to all learners, staff, support staff, external contractors and members of the wider school community who use, have access to or maintain school and school related Internet, computer systems and mobile technologies internally and externally.

The school will make reasonable use of relevant legislation and guidelines to affect positive behaviour regarding ICT and Internet usage both on and off the school site. 'In Loco Parentis' provision under the Children Act 1989 also allows the school to report and act on instances of cyber bullying, abuse, harassment (including sexual harassment), malicious communication and grossly offensive material; including reporting to the police, social media websites, and hosting providers on behalf of learners.

The online safety policy covers the use of:

- School based ICT systems and equipment
- School based intranet and networking
- School related external Internet, including but not exclusively, extranet, e-learning platforms, blogs, social media websites
- External access to internal school networking, such as webmail, network access, file-serving (document folders) and printing.

- School ICT equipment off-site, for example staff laptops, digital cameras, mobile phones, tablets
- Learner and staff personal ICT equipment when used in school and which makes use of school networking, file-serving or Internet facilities.
- Tablets, mobile phones, devices and laptops when used on the school site.

Managing Information Systems

Securely maintaining information

It is important to review the security of the whole system from user to Internet. This is a major responsibility that includes not only the delivery of essential learning services but also the personal safety of staff and learners

Local Area Network (LAN) security issues include:

- Users must act reasonably — e.g. the downloading of large files during the working day will affect the service that others receive.
- Users must take responsibility for their network use. For Link School staff, flouting electronic use policy is regarded as a reason for dismissal.
- Workstations should be secured against user mistakes and deliberate actions.
- Servers must be located securely and physical access restricted.
- The server operating system must be secured and kept up to date; through regular monthly patching
- Virus protection for the whole network must be installed and current.
- Access by wireless devices must be proactively managed and secured with WPA2 PSK (pre-shared key). Guest WiFi will use Meraki radius.

Wide Area Network (WAN) security issues include:

- Link School broadband firewalls are configured to prevent unauthorised access between schools.
- Decisions on WAN security are made on a partnership between partner organisations.

The Link School broadband network is protected by a cluster of high performance firewalls at the Internet connecting nodes.

- The security of the school information systems and users will be reviewed regularly.
- Virus protection will be updated regularly.
- Personal data sent over the Internet or taken off site will be encrypted.
- Portable media may not be used unless it has been encrypted and virus checked.
- Unapproved software will not be allowed in work areas or attached to email.
- Files held on the network will be regularly checked.
- System capacity in relation to storage will be checked regularly.
- The use of user logins and passwords to access the network will be enforced.

Filter Management.

- The school's broadband access provides filtering appropriate to the age and maturity of learners. There is flexibility in the filtering system to allow for changes in provision depending on the learning required.
- A description of the filtering service should be shared with the school (Infrastructure). Smoothwall works via Standard Browsing Categories and has a default policy set by Smoothwall. School has its own tenancy, allowing or blocking URLs or full categories as required.

- Any breaches in filtering should be reported to the ICT Support and/or emailed to the director of finance and premises at: caroline.granton@schools.sunderland.gov.uk.
- If staff or learners discover unsuitable sites, the URL will be reported to the Data and assessment manager who will then record the incident and escalate the concern as appropriate.
- The School filtering system will block all sites on the Internet Watch Foundation (IWF) list.
- Changes to the school filtering policy will be risk assessed by staff with educational and technical experience prior to any changes and where appropriate with consent from the Senior Leadership Team.
- The School Senior Leadership Team will ensure that regular checks are made to ensure that the filtering methods selected are effective.
- Any material that the school believes is illegal will be reported to appropriate agencies.
- The academy's access strategy will be designed by educators to suit the age and curriculum requirements of the learners, with advice from network managers.

Monitoring the online safety policy:

The online safety policy will be actively monitored and evaluated by an online safety committee. This committee will comprise:

- Online safety Coordinator/Officer (Karl Richardson)
- Head Teacher (Donna Walker)
- Designated Safeguarding Officer (Wendy Ellison)
- Teaching Staff (Liz Mayberry, Leanne Kyle, Vicki Mitchell and Julie Donneky)
- External IT contractors – (SLA with LA)
- Governor(s) (Viv Ingelton)

In the event of an online safety incident, the following people will be informed within school (School online safety Coordinator, Head Teacher, Designated Person.)

Online safety policy review and evaluation schedule:

- The online safety policy and Acceptable Use Policy are reviewed at or prior to the start of each academic year. Additionally, the policy will be reviewed promptly upon:
- Serious and/or frequent breaches of the acceptable Internet use policy or other in the light of online safety incidents.
- New guidance by government / LA / safeguarding authorities.
- Significant changes in technology as used by the school or learners in the wider community.
- Online safety incidents in the community or local schools which might impact on the school community.
- Advice from the Police and/or the Sunderland Safeguarding Partnership.
- The online safety policy review will be documented in the school development plan and school self-evaluation and improvement profiling.
- The Management Committee will receive a report on the progress, evaluation, impact and this report will include suitably redacted accounts and statistics of online safety incidents and how these have been resolved, and counter measures implemented.
- In line with OFSTED recommendations, it is also useful to consult with learners over the policy and to ask for their opinion on keeping themselves safe when using the Internet.

School Management and online safety

- School senior leadership team is responsible for determining, evaluating and reviewing e-safety policies to encompass teaching and learning, use of school IT equipment and facilities by learners, staff and visitors, and the agreed criteria for acceptable use by learners, school staff and governors of Internet capable equipment for school related purposes or in situations which will impact on the reputation of the school, and/or on school premises.
- The online safety policy is a result of a continuous cycle of evaluation and review based on new initiatives, and partnership discussion with stakeholders and outside organisations; technological and Internet developments, current government guidance and school related online safety incidents. The policy development cycle develops good practice within the teaching curriculum and wider pastoral curriculum. Regular assessment of strengths and weaknesses help determine inset provision for staff and governors and guidance provided to parents, learners and local partnerships.
- online safety provision is always designed to encourage positive behaviours and practical real world strategies for all members of the school and wider school community.
- The leadership team is encouraged to be aspirational and innovative in developing strategies for online safety provision.

The school online safety Coordinator:

The school has a designated online safety Coordinator [Karl Richardson] who reports to the SLT and Governors and coordinates online safety provision across the school and wider school community. The committee liaises with SLT, the schools designated safeguarding officer and other senior managers as required.

- The school's online safety coordinator chairs the school online safety committee which includes representatives of the school SLT, teaching and support staff and governors.
- The school online safety committee meets regularly.
- The school online safety coordinator is responsible for online safety issues on a day to day basis and also liaises with LA contacts, filtering and website providers and school ICT support.
- The school online safety coordinator maintains a log of submitted online safety reports and incidents.
- The school online safety coordinator audits and assesses inset requirements for staff, support staff and Governor online safety training, and ensures that all staff are aware of their responsibilities and the school's online safety procedures. The coordinator is also the first port of call for staff requiring advice on online safety matters.
- Although all staff are responsible for upholding the school online safety policy and safer Internet practice, the online safety Coordinator, the Head Teacher, Heads of School and ICT support are responsible for monitoring Internet usage by learners and staff, and on school machines, such as laptops, used off-site.
- The online safety Coordinator is responsible for promoting best practice in online safety within the wider school community, including providing and being a source of information for parents and partner stakeholders.
- The school online safety coordinator (along with IT support) should be involved in any risk assessment of new technologies, services or software to analyze any potential risks

Governors' responsibility for online safety:

- At least one Governor is responsible for online safety, and the school online safety Coordinator will liaise directly with the Governor with regard to reports on online safety effectiveness, incidents, monitoring, evaluation and developing and maintaining links with local stakeholders and the wider school community. The online safety coordinator will be responsible for auditing Governor online safety training and inset requirements.

ICT support staff and external contractors:

- External ICT support staff and technicians are responsible for maintaining the school's networking, IT infrastructure and hardware. They are aware of current thinking and trends in IT security and ensure that the school system, particularly file-sharing and access to the Internet is secure. They further ensure that all reasonable steps have been taken to ensure that systems are not open to abuse or unauthorised external access, with particular regard to external logins and wireless networking.
- Support staff maintain and enforce the school's password policy.
- External contractors, such as VLE providers, website designers/hosts/maintenance contractors are made fully aware of and agree to the school's online safety Policy. Where contractors have access to sensitive school information and material covered by the Data Protection Act, for example on a VLE, school website or email provision, the contractor should also be DBS checked. A Service Level Agreement (SLA) is in place with the Local Authority to provide school standard provision and support.

Teaching and teaching support staff:

- Teaching and teaching support staff need to ensure that they are aware of the current school online safety policy, practices and associated procedures for reporting online safety incidents.
- Teaching and teaching support staff will be provided with online safety induction as part of the overall staff induction procedures.
- All staff need to ensure that they have read, understood and signed (thereby indicating an agreement) the Acceptable Use Agreement relevant to Internet and computer use in school.
- All staff need to follow the school's social media policy, in regard to external off site use, personal use (mindful of not bringing the school into disrepute), possible contractual obligations, and conduct on Internet school messaging or communication platforms, for example email, VLE messages and forums and the school website.
- All teaching staff need to rigorously monitor learner Internet and computer usage in line with the policy. This also includes the use of personal technology such as cameras, phones and other gadgets on the school site.
- Teaching staff should promote best practice regarding avoiding copyright infringement and plagiarism.
- Be aware of online propaganda and help learners with critical evaluation of online materials.
- Internet usage and suggested websites should be pre-vetted and documented in lesson planning.

Staff Use of Personal Devices

- Staff are not permitted to use their own personal phones or devices for contacting children, young people and their families within or outside of the setting in a professional capacity.
- Staff will be issued with a school phone where contact with learners or parents/carers is required.
- Mobile Phone and devices will be switched off or switched to 'silent' mode, Bluetooth communication should be "hidden" or switched off and mobile phones or devices will not be used during teaching periods unless permission has been given by a member of Senior Leadership Team in emergency circumstances.
- If members of staff have an educational reason to allow children to use mobile phones or personal device as part of an educational activity then it will only take place when approved by the Senior Leadership Team.
- Staff should not use personal devices such as mobile phones or cameras to take photos or videos of learners and will only use work-provided equipment for this purpose.
- If a member of staff breaches the academy policy then disciplinary action may be taken.

Designated Safeguarding Officer:

- The Designated Safeguarding Officer is trained in specific online safety issues. Accredited training with reference to child protection issues has been accessed.
- The Designated Safeguarding Officer can differentiate which online safety incidents are required to be reported to CEOP, local Police, Designated Officer, Local Safeguarding Children's Board, social services and parents/guardians; and also determine whether the information from such an incident should be restricted to nominated members of the leadership team.
- Possible scenarios might include:
 - Allegations against members of staff.
 - Computer crime – for example hacking of school systems.
 - Allegations or evidence of 'grooming'.
 - Allegations or evidence of cyber bullying in the form of threats of violence, harassment or a malicious communication.
 - Producing and sharing of Youth Produced Sexual Imagery (YPSI)
- Acting 'in loco parentis' and liaising with websites and social media platforms such as Twitter, Instagram, Snapchat and Facebook to remove instances of illegal material or cyber bullying.

Learners:

- Are required to use school Internet and computer systems in agreement with the terms specified in the school Acceptable Use Policies. Learners are expected to sign the policy to indicate agreement, and/or have their parents/guardians sign on their behalf.
- Learners need to be aware of how to report online safety incidents in school, and how to use external reporting facilities, such as the Click CEOP button or Childline number.
- Learners need to be aware that school Acceptable Use Policies cover all computer, Internet and mobile technology usage in school, including the use of personal items such as phones.
- Learners need to be aware that their Internet use out of school on social networking sites such as Instagram is covered under the Acceptable Use Policy if it impacts on the school and/or its staff and learners in terms of cyber bullying, reputation, or illegal activities.

Learners Use of Personal Devices

- Mobile phones will be handed in at learner entrance to the school, they will be placed in an individual name wallet and stored securely until they are returned at breaks/lunch times. Mobile phones will not be taken on outdoor activities.
- Phones and devices must not be taken into examinations. Learners found in possession of a mobile phone during an exam will be reported to the appropriate examining body. This may result in the learner's withdrawal from either that examination or all examinations.
- If a learner needs to contact his/her parents/carers they will be allowed to use a school phone. Parents/Carers are advised not to contact their child via their mobile phone during the school day, but to contact the school office.
- Children and young people should protect their phone numbers by only giving them to trusted friends and family members. Learners will be instructed in safe and appropriate use of mobile phones and personal devices and will be made aware of boundaries and consequences.

Parents and Carers:

- It is hoped that parents and guardians will support the school's stance on promoting good Internet behaviour and responsible use of IT equipment and mobile technologies both at school and at home.
- The school expects parents and guardians to sign the school's Acceptable Use Agreement, indicating agreement regarding their child's use and also their own use with regard to parental access to school systems such as extranets, websites, forums, social media, online reporting arrangements, questionnaires and the VLE.
- The school will provide opportunities to educate parents with regard to online safety through the school website and APP.

Other users:

- Other users such as school visitors, or wider school community stakeholders or external contractors should be expected to agree to a visitor's AUA document specific to their level of access and usage.
- External users with significant access to school systems including sensitive information or information held securely under the Data Protection Act should be DBS checked. This includes external contractors who might maintain the school domain name and web hosting – which would facilitate access to cloud file storage, website documents, and email.

How will the school provide online safety education?

Curriculum

From September 2020, Relationships Education will be compulsory for all primary aged learners, Relationships and Sex Education will be compulsory for all secondary aged learners and Health Education will be compulsory in all state-funded schools in England.

Through these new subjects, learners will be taught about online safety and harms. This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour

online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their learners' lives.

'Teaching online safety in school (DfE, June 2019) outlines to schools the importance of helping children and young people not only use the internet safely, but also give them opportunities to learn how to behave online. Throughout the new compulsory Relationships (Sex Education) and Health Education learners will be taught what positive, healthy and respectful online relationships look like.

There are also other curriculum subjects which include content relevant to teaching learners how to use the internet safely. For example citizenship education covers media literacy - distinguishing fact from opinion as well as exploring freedom of speech and the role and responsibility of the media in informing and shaping public opinion. It also supports teaching about the concept of democracy, freedom, rights, and responsibilities.

The PSHE curriculum will following the underpinning knowledge and behaviours:

How to evaluate what they see online - This will enable learners to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable. This will include:

- Is this website/URL/email fake? How can I tell?
- what does this cookie do and what information am I sharing?
- is this person who they say they are?
- why does someone want me to see this?
- why does someone want me to send this?
- why would someone want me to believe this?
- why does this person want my personal information?
- what's behind this post?
- is this too good to be true?
- is this fact or opinion?

How to recognise techniques used for persuasion – This will enable learners to recognise the techniques that are often used to persuade or manipulate others. Understanding that a strong grasp of knowledge across many areas makes people less vulnerable to these techniques and better equipped to recognise and respond appropriately to strongly biased intent or malicious activity.

- online content which tries to make people believe something false is true and/or mislead (misinformation and disinformation),
- techniques that companies use to persuade people to buy something,
- ways in which games and social media companies try to keep users online longer (persuasive/sticky design); and
- criminal activities such as grooming.

Online behaviour – This will enable learners to understand what acceptable and unacceptable online behaviour look like. Learners will be taught that the same standard of behaviour and honesty apply on and offline, including the importance of respect for others.

- looking at why people behave differently online, for example how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do,
- looking at how online emotions can be intensified resulting in mob mentality,¹
- teaching techniques (relevant on and offline) to defuse or calm arguments, for example a disagreement with friends, and disengage from unwanted contact or content online;
- considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that would never be tolerated offline.
- How to identify online risks – This will enable learners to identify possible online risks and make informed decisions about how to act. This should not be about providing a list of what not to do online. The focus should be to help learners assess a situation, think through the consequences of acting in different ways and decide on the best course of action.

Schools can help learners to identify and manage risk by:

- discussing the ways in which someone may put themselves at risk online,
- discussing risks posed by another person's online behaviour,
- discussing when risk taking can be positive and negative,
- □ discussing "online reputation" and the positive and negative aspects of an online digital footprint. This could include longer-term considerations, i.e how past online behaviours could impact on their future, when applying for a place at university or a job for example,
- discussing the risks vs the benefits of sharing information online and how to make a judgement about when and how to share and who to share with; and
- asking questions such as what might happen if I post something online? Who will see it? Who might they send it to?

How and when to seek support – This will enable learners to understand safe ways in which to seek support if they are concerned or upset by something they have seen online.

Learners will understand how to:

- identify who trusted adults are,
- look at different ways to access support from the school, police, the

[National Crime Agency's Click CEOP reporting service](#) for children and 3rd sector organisations such as [Childline](#) and [Internet Watch Foundation](#). This should link to wider school policies and processes around reporting of safeguarding and child protection incidents and concerns to school staff (see [Keeping Children Safe in Education](#)); and

- help them to understand that various platforms and apps will have ways in which inappropriate contact or content can be reported.

Throughout the curriculum teaching about potential harms will include:

- Age restrictions
- Content: How it can be used and shared
- Disinformation, misinformation and hoaxes
- Fake websites and scam emails
- Fraud (online)
- Password phishing
- Personal data
- Persuasive design which keeps 'users online for longer than they might have planned or desired'
- Privacy settings
- Targeting of online content
- Abuse (online)
- Challenges [to do something and post about it]
- Content which incites...hate, violence
- Fake profiles
- Grooming
- Live streaming
- Pornography
- Unsafe communication
- Impact on confidence (including body confidence)
- Impact on quality of life, physical and mental health and relationships
- Online vs. offline behaviours
- Reputational damage
- Suicide, self-harm and eating disorders

Online safety is accessed as part of the pastoral care programme – form time activities, assemblies, year group presentations, tutorial opportunities.

Online safety events – such as Safer Internet Day and Anti Bullying Week. The school has a subscription to the National Online Safety Programme.

Parents/Carers – information and events:

- Online safety information is directly available to parents via the school website, social media accounts and school APP which is update with the latest online safety news and issues.
- School subscribes to a dedicated National Online Safety support platform. School will take advantage of occasions when there are large numbers of parents in school to promote online safety.

Staff – inset and training:

- Online safety information is directly delivered to staff via the National Online Safety support learning platform.
- A planned programme of online safety training opportunities is available for staff, including on site inset.
- whole staff training, online training opportunities (for example Online safety Support courses), external CPD courses, accredited CPD courses, (for example CEOP) and Coordinator training.
- The online safety Coordinator should be the first port of call for staff requiring online safety advice.

Governors – training:

- Online safety information will be directly delivered to governors via the online safety Coordinator.
- Governors will be provided access to specific governor training provided externally by the LA through the Governors training programme.

ICT support staff – contractors, filtering and monitoring:

- IT support staff and contractors will ensure that bought in hardware and software solutions feature built in training provision
- Support staff and contractors will be DBS checked and agree and sign the school's online safety AUA.
- IT technical support staff and network managers have relevant industry experience and Microsoft/Cisco certified qualifications.

Policy guidance for handling personal data, dealing with freedom of information requests, and complying with privacy regulations pertaining to website data:

All of these areas are regulated by the Information Commissioner (ICO), and every UK organisation has to comply with the responsibilities and obligations as defined by the ICO. Schools are no different to any other organisation in this regard. The ICO guidance on how to comply with these obligations is updated regularly. The Link School refer directly to this guidance in these areas.

When disposing of computer equipment, schools needs to ensure all data, including personal data is wiped, not deleted from storage.

Use of IT facilities for curriculum teaching and learning:

Use of the Internet and IT facilities should be clearly planned prior to the activity. Websites and software Apps should be suggested, Learners should be trusted to be responsible when researching the Internet, and teaching staff will consider the age and maturity of the learners.

General Data Data Protection and online safety:

The GDPR sets out the **key principles** that all personal data must be processed in line with.

- **Data must be:** processed lawfully, fairly and transparently; collected for specific, explicit and legitimate purposes; limited to what is necessary for the purposes for which it is processed; accurate and kept up to date; held securely; only retained for as long as is necessary for the reasons it was collected

There are also **stronger rights for individuals** regarding their own data.

- **The individual's rights include:** to be informed about how their data is used, to have access to their data, to rectify incorrect information, to have their data erased, to restrict how their data is used, to move their data from one organisation to another, and to object to their data being used at all.
- The General Data Protection Act is relevant to online safety since it impacts on the way in which personal information should be secured on school networks, computers and storage devices; and the security required for accessing, in order to prevent unauthorised access and dissemination of personal material.
- Staff need to ensure that care is taken to ensure the safety and security of personal data regarding all of the school population and external stakeholders, particularly, but not exclusively: learners, parents, staff and external agencies. Personal and sensitive information should only be sent by e mail when on a secure network.
- Personal data should only be stored on secure devices. In other words, only computers, servers, file- servers, cloud space, or devices which require a user name and password to access the information.
- Secure accounts need to be logged off after use to prevent unauthorised access.
- Personal e mails should not be used for school business.

Personal information on the school website:

- No material defined as 'personal information' under the General Data Protection Act will be used on the school website.
- The School considers staff privacy issues carefully with regard to publishing staff email addresses, staff lists, photos of staff, staff qualifications and any other personally identifying information.

Communications and acceptable use

The Link school makes full use of ever developing communication technologies and appreciates that these technologies can enhance learning. **Appendix One** shows how the school currently considers the benefit of using these technologies for education outweighs their risks / disadvantages:

Unsuitable / inappropriate activities - acceptable use

The school believes that the activities referred to in **Appendix Two** would be inappropriate in a school context and that users should not engage in these activities in school or outside school when using school equipment or systems.

Responding to incidents of misuse

The Link School will use the guidance at **Appendix 3** in order to manage incidents that involve the use of online services. This will ensure a consistent approach to handling such incidents.

Online safety and the Law:

This online safety policy takes heed of the following legislation;

The Education and Inspections Act 2006 (Head teachers have the power “to such an extent as is reasonable” to regulate the conduct of learners off site. Also, staff can confiscate mobile phones if they cause disturbance in class breach the school behaviour policy.)

Computer Misuse Act 1990, sections 1-3

Data Protection Act 1998

General Data Protection Regulations

Freedom of Information Act 2000

Communications Act 2003 section 1,2

Protection from Harassment Act 1997

Regulation of Investigatory Powers Act 2000

Copyright, Designs and Patents Act 1988

Racial and Religious Hatred Act 2006

Protection of Children Act 1978

Sexual Offences Act 2003

Schools have a ‘duty of care’ to learners, and as such act “in loco parentis.” Under the Children Act 1989, this enables schools to remove personal information, cyber bullying and comments relating to school learners as if they were the child’s parent. Facebook in particular has provision for using ‘in loco parentis’ when reporting cyber bullying. This is relevant to all schools.

Useful links to external organisations:

CEOP (Child Exploitation and Online Protection Centre): www.ceop.police.uk

Childline: www.childline.org.uk

Childnet: www.childnet.com

Click Clever Click Safe Campaign: <http://clickcleverclicksafe.direct.gov.uk>

Cybermentors: www.cybermentors.org.uk

Digizen: www.digizen.org.uk

EiS - ICT Support for Schools and ICT Security Advice: www.eiskent.co.uk

Internet Watch Foundation (IWF): www.iwf.org.uk

Police: In an emergency (a life is in danger or a crime in progress) dial 999. For other non-urgent enquiries contact local Police.

Sunderland Safeguarding Partnership: www.sunderland.gov.uk/safersunderland

Kidsmart: www.kidsmart.org.uk

Teach Today: <http://en.teachtoday.eu>

Think U Know website: www.thinkuknow.co.uk

Virtual Global Taskforce — Report Abuse: www.virtualglobaltaskforce.com

Vulnerable Children in a Digital World - Internet Matters

Children's online activities, risks and safety - A literature review by the UKCCI

Appendix 1 – Online Safety Audit

This self-audit should be completed by the member of the Senior Leadership Team (SLT) responsible for online safety policy. Staff who could contribute to the audit include: Designated Safeguarding Lead, SENCO, online safety Coordinator, ICT provider and Head Teacher

Has the school an online safety Policy that complies with DfE guidance?	Y/N
Date of latest update:	
Date of future review:	
The school online safety policy was agreed by governors on:	
The policy is available for staff to access at:	
The policy is available for parents/carers to access at:	
The responsible member of the Senior Leadership Team is:	
The governor responsible for online safety is:	
The Designated Child Protection Coordinator is:	
The online safety Coordinator is:	
Were all stakeholders (e.g. learners, staff and parents/carers) consulted with when updating the school online safety Policy?	Y/N
Has up-to-date online safety training been provided for all members of staff? (not just teaching staff)	Y/N
Do all members of staff sign an Acceptable Use Policy on appointment?	Y/N
Are all staff made aware of the schools expectation around safe and professional online behaviour?	Y/N
Is there a clear procedure for staff, learners and parents/carer to follow when responding to or reporting an online safety incident of concern?	Y/N
Have online safety materials from CEOP, Childnet and UKCCIS etc. been obtained?	Y/N
Is online safety training provided for all learners (appropriate to age and ability and across all Key Stages and curriculum areas)?	Y/N
Are online safety rules displayed in all rooms where computers are used and expressed in a form that is accessible to all learners?	Y/N
Do parents/carers or learners sign an Acceptable Use Policy?	Y/N

Are staff, learners, parents/carers and visitors aware that network and Internet use is closely monitored and individual usage can be traced?	Y/N
Has an ICT security audit been initiated by SLT?	Y/N
Is personal data collected, stored and used according to the principles of GDPR?	Y/N
Is Internet access provided by an approved educational Internet service provider which complies with DfE requirements (e.g. KPSN)?	Y/N
Has the school filtering been designed to reflect educational objectives and been approved by SLT?	Y/N
Are members of staff with responsibility for managing filtering, network access and monitoring systems adequately supervised by a member of SLT?	Y/N
Does the school log and record all online safety incidents, including any action taken?	Y/N
Are the Governing Body and SLT monitoring and evaluating the school online safety policy and ethos on a regular basis?	Y/N