

Woodland Academy Trust

Online Safety Policy

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**Contents:**

1. Policy Aims
2. Policy Scope
3. Monitoring and Review
4. Roles and Responsibilities
5. Education and Engagement Approaches
6. Reducing Online Risks
7. Safer Use of Technology
8. Social Media
9. Use of Personal Devices and Mobile Phones
10. Responding to Online Safety Incidents and Concerns
11. Procedures for Responding to Specific Online Incidents, Concerns, Challenges or Hoaxes
12. Useful Links for Educational Settings

**1. Policy Aims**

This online safety policy has been written by Woodland Academy Trust, involving staff, learners and parents/carers, building on the Kent County Council/The Education People online safety policy template, with specialist advice and input as required.

It takes into account the DfE statutory guidance '[Keeping Children Safe in Education](#)' 2021, '[Early Years and Foundation Stage](#)' 2017, '[Working Together to Safeguard Children](#)' 2018 and local safeguarding board procedures.

### **Legal framework**

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

Voyeurism (Offences) Act 2019

The UK General Data Protection Regulation (UK GDPR)

Data Protection Act 2018

DfE (2021) 'Harmful online challenges and online hoaxes'

DfE (2021) 'Keeping children safe in education 2021'

Department for Digital, Culture, Media and Sport and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

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'

DFE Harmful Online challenges and Online Hoaxes Guidance (February 2021)

The purpose of the Woodland Academy Trust's online safety policy is to:

- Safeguard and protect all members of our Trust's community online.
- Identify approaches to educate and raise awareness of online safety throughout the community
- Enable all staff to work safely and responsibly, to role model positive behaviour online and to manage professional standards and practice when using technology.
- Identify clear procedures to use when responding to online safety concerns.

Woodland Academy Trust identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas 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.

## **2. Policy Scope**

We believe that online safety is an essential part of safeguarding and acknowledges its duty to ensure that all learners and staff are protected from potential harm online.

We identify that the internet and associated devices, such as computers, tablets, mobile phones and games consoles, are an important part of everyday life.

We believe that learners should be empowered to build resilience and to develop strategies to manage and respond to risk online.

This policy applies to all staff including the governing body, leadership team, teachers, support staff, external contractors, visitors, volunteers and other individuals who work for, or provide services on behalf of the setting (collectively referred to as "staff" in this policy) as well as learners, parents and carers.

This policy applies to all access to the internet and use of technology, including personal devices, or where learners, staff or other individuals have been provided with setting issued devices for use off-site, such as a work laptops, tablets or mobile phones.

### **3. Monitoring and Review**

Technology in this area evolves and changes rapidly. We will review this policy at least annually. The policy will also be revised following any national or local policy requirements, any child protection concerns or any changes to the technical infrastructure.

We will regularly monitor internet use and evaluate online safety mechanisms to ensure that this policy is consistently applied.

To ensure they have oversight of online safety, the Head will be informed of online safety concerns, as appropriate.

The named governor for safeguarding will report on a regular basis to the governing body on online safety practice and incidents, including outcomes.

Any issues identified via monitoring will be incorporated into our action planning.

### **4. Roles and Responsibilities**

The Designated Safeguarding Lead (DSL) has lead responsibility for online safety. The Trust recognises that all members of the community have important roles and responsibilities to play with regards to online safety.

#### **a. The leadership and management team will:**

- Ensure that online safety is viewed as a safeguarding issue and that practice is in line with national and local recommendations and requirements.
- Ensure there are appropriate and up-to-date policies regarding online safety; including an acceptable use policy, which covers acceptable use of technology.
- Ensure that suitable and appropriate filtering and monitoring systems are in place and work with technical staff to monitor the safety and security of our systems and networks.
- Ensure that online safety is embedded within a progressive curriculum, which enables all learners to develop an age-appropriate understanding of online safety.
- Support the DSL and any deputies by ensuring they have sufficient time and resources to fulfil their online safety responsibilities.
- Ensure there are robust reporting channels for the community to access regarding online safety concerns, including internal, local and national support.
- Ensure that appropriate risk assessments are undertaken where appropriate regarding the safe use of technology.
- Audit and evaluate online safety practice to identify strengths and areas for improvement.
- Ensuring that all relevant school policies have an effective approach to planning for, and responding to, online challenges and hoaxes embedded within them.

#### **4.2 The Designated Safeguarding Lead (DSL) will:**

- Act as a named point of contact on all online safeguarding issues and liaise with other members of staff or other agencies, as appropriate.
- Work alongside deputy DSLs to ensure online safety is recognised as part of the settings' safeguarding responsibilities and that a coordinated approach is implemented.
- Ensure all members of staff receive regular, up-to-date and appropriate online safety training.
- Access regular and appropriate training and support to ensure they understand the unique risks associated with online safety and have the relevant knowledge and up to date required to keep learners safe online.
- Access regular and appropriate training and support to ensure they recognise the additional risks that learners with SEND face online.
- Keep up-to-date with current research, legislation and trends regarding online safety and communicate this with the community, as appropriate.
- Work with staff to coordinate participation in local and national events to promote positive online behaviour, such as Safer Internet Day.
- Ensure that online safety is promoted to parents, carers and the wider community, through a variety of channels and approaches.
- Maintain records of online safety concerns, as well as actions taken, as part of the settings safeguarding recording mechanisms.
- Monitor online safety incidents to identify gaps and trends, and use this data to update the education response, policies and procedures.
- Report online safety concerns, as appropriate, to the Head.
- Work with the leadership team to review and update online safety policies on a regular basis (at least annually) with stakeholder input.
- Meet regularly with the governor with a lead responsibility for safeguarding.

#### **4.3 It is the responsibility of all members of staff to:**

- Contribute to the development of online safety policies.
- Read and adhere to the online safety policy and acceptable use policies.
- Take responsibility for the security of setting systems and the data they use or have access to.
- Model good practice when using technology and maintain a professional level of conduct in their personal use of technology, both on and off site.
- Embed online safety education in curriculum delivery, wherever possible.
- Have an awareness of a range of online safety issues and how they may be experienced by the children in their care.
- Identify online safety concerns and take appropriate action by following the settings' safeguarding policies and procedures.
- Know when and how to escalate online safety issues, including signposting to appropriate support, internally and externally.
- Take personal responsibility for professional development in this area.

#### **4.4 It is the responsibility of staff managing the technical environment to:**

- Provide technical support and perspective to the DSL and leadership team, especially in the development and implementation of appropriate online safety policies and procedures.
- Implement appropriate security measures as directed by the leadership team to ensure that the settings' IT infrastructure/system is secure and not open to misuse or malicious attack, whilst allowing learning opportunities to be maximised.

- Ensure that our filtering policy is applied and updated on a regular basis; responsibility for its implementation is shared with the leadership team.
- Ensure that our monitoring systems are applied and updated on a regular basis; responsibility for its implementation is shared with the leadership team
- Ensure appropriate access and technical support is given to the DSL (and/or deputy) to our filtering and monitoring systems, to enable them to take appropriate safeguarding action if/when required.

**4.5 It is the responsibility of learners (at a level that is appropriate to their individual age and ability) to:**

- Engage in age appropriate online safety education opportunities.
- Contribute to the development of online safety policies.
- Read and adhere to the acceptable use policies.
- Respect the feelings and rights of others both on and offline.
- Take responsibility for keeping themselves and others safe online.
- Seek help from a trusted adult, if there is a concern online, and support others that may be experiencing online safety issues.

**4.6 It is the responsibility of parents and carers to:**

- Read the acceptable use policies and encourage their children to adhere to them.
- Support our online safety approaches by discussing online safety issues with their children and reinforcing appropriate and safe online behaviours at home.
- Role model safe and appropriate use of technology and social media.
- Abide by the acceptable use policies.
- Identify changes in behaviour that could indicate that their child is at risk of harm online.
- Seek help and support from the setting, or other appropriate agencies, if they or their child encounter risk or concerns online.
- Contribute to the development of the online safety policies.
- Take responsibility for their own awareness in relation to the risks and opportunities posed by new and emerging technologies.

**5. Education and Engagement Approaches**

**5.1 Education and engagement with learners**

The setting will establish and embed a progressive online safety curriculum to raise awareness and promote safe and responsible internet use amongst learners by:

- Ensuring education regarding safe and responsible use precedes internet access.
- Including online safety in Personal Development and computing programmes of study
- Reinforcing online safety messages whenever technology or the internet is in use.
- Educating learners in the effective use of the internet to research; including the skills of knowledge location, retrieval and evaluation
- Teaching learners to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- The underpinning knowledge and behaviours pupils learn through the curriculum including the following:
  - How to recognise techniques used for persuasion
  - Acceptable and unacceptable online behaviour
  - How to identify online risks
  - How and when to seek support
  - How to identify when something is deliberately deceitful or harmful

- How to recognise when something they are being asked to do puts them at risk or is age-inappropriate

The setting will support learners to read and understand the acceptable use policies in a way which suits their age and ability by:

- Displaying acceptable use posters in all rooms with internet access.
- Informing learners that network and internet use will be monitored for safety and security purposes and in accordance with legislation.
- Providing online safety education and training as part of the transition programme across the key stages and when moving between establishments.
- Seeking learner voice when writing and developing online safety policies and practices, including curriculum development and implementation.
- Using support, such as external visitors, where appropriate, to complement and support our internal online safety education approaches.

## **5.2 Vulnerable Learners**

Woodland Academy Trust recognises that some learners are more vulnerable online due to a range of factors. This may include, but is not limited to children in care, children with Special Educational Needs and Disabilities (SEND) or mental health needs, children with English as an additional language (EAL) and children experiencing trauma or loss.

Woodland Academy Trust will ensure that appropriate online safety education, access and support is provided to vulnerable learners.

When implementing an appropriate online safety policy and curriculum, Woodland Academy Trust will seek input from specialist staff as appropriate, including the SENDCO.

## **5.3 Training and engagement with staff**

We will:

- Provide and discuss the online safety 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 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 setting, 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.

## **5.4 Awareness and engagement with parents and carers**

The Woodland Academy Trust recognises that parents and carers have an essential role to play in enabling children and young people to become safe and responsible users of the internet and associated technologies.

We will build a partnership approach to online safety with parents and carers by:

- Providing information and guidance on online safety in a variety of formats. This will include offering specific online safety awareness and highlighting online safety at other events such as parent evenings and transition events.
- Making Parents aware of the various ways in which their children may be at risk online, including, but not limited to:
  - Child sexual abuse, including grooming.
  - Exposure to radicalising content.
  - Sharing of indecent imagery of pupils, e.g. sexting.
  - Cyberbullying
  - Exposure to age-inappropriate content, e.g. pornography.
  - Exposure to harmful content, e.g. content that encourages self-destructive behaviour.
- Drawing their attention to the online safety policy and expectations in newsletters, letters and on our website.
- Requesting that they read online safety information as part of joining our community.
- Requiring them to read our acceptable use policies and discuss the implications with their children.

## **6. Reducing Online Risks**

The Woodland Academy Trust recognises that the internet is a constantly changing environment with new apps, devices, websites and material emerging at a rapid pace. We will:

- Regularly review the methods used to identify, assess and minimise online risks.
- Examine emerging technologies for educational benefit and undertake appropriate risk assessments before use in the setting is permitted.
- Ensure that appropriate filtering and monitoring is in place and take all reasonable precautions to ensure that users can only access appropriate material.

Due to the global and connected nature of the internet, it is not possible to guarantee that unsuitable material cannot be accessed via our computers or devices. All members of the community are made aware of our expectations regarding safe and appropriate behaviour online and the importance of not posting any content, comments, images or videos which could cause harm, distress or offence to members of the community. This is clearly outlined in our acceptable use policies and highlighted through a variety of education and training approaches.

## **7. Safer Use of Technology**

### **7.1 Classroom Use**

The Woodland Academy Trust uses a wide range of technology. This includes access to:

- Computers, laptops, iPads and other digital devices
- Internet which may include search engines and educational websites
- Digital cameras, web cams and video cameras

All devices will be used in accordance with our acceptable use policies and with appropriate safety and security measures in place.

Members of staff will always evaluate websites, tools and apps fully before use in the classroom or recommending for use at home.

The schools will use age appropriate search tools following an informed risk assessment, to identify which tool best suits the needs of our community. This could include Dorling Kindersley find out, Google Safe Search, Google or CBBC safe search.

We will ensure that the use of internet-derived materials by staff and learners complies with copyright law and acknowledges the source of information.

Supervision of learners will be appropriate to their age and ability as follows:

- **Early Years Foundation Stage and Key Stage 1:** Access to the internet will be by a mix of adult demonstration, and through using age-appropriate search engines and online tools independently.
- **Key Stage 2:** Learners will use age-appropriate search engines and online tools. Learners will be directed by the teacher to online materials and resources which support the learning outcomes planned for the learners' age and ability.

## **7.2 Managing Internet Access**

All staff, learners and visitors will read and sign an acceptable use policy before being given access to our computer system, IT resources or internet.

## **7.3 Filtering and Monitoring**

A guide for education settings about establishing 'appropriate levels' of filtering and monitoring can be found at: <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring>

### **7.3.1 Decision Making**

The Woodland Academy Trust governors and leaders have ensured that our setting has age and ability appropriate filtering and monitoring in place, to limit learners' exposure to online risks. The governors and leaders are aware of the need to prevent "over blocking", as that may unreasonably restrict what can be taught, with regards to online activities and safeguarding.

Our decision regarding filtering and monitoring has been informed by a risk assessment, considering our specific needs and circumstances. Changes to the filtering and monitoring approach will be risk assessed by staff with educational and technical experience and, where appropriate, with consent from the leadership team; all changes to the filtering policy are logged and recorded.

The leadership team will ensure that regular checks are made to ensure that the filtering and monitoring methods are effective and appropriate.

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.

### **7.3.2 Filtering**

**Education broadband connectivity is provided through London Grid for Learning (LGFL) in partnership with Virgin Media Business.**

**We use LGFL service Webscreen 3 which blocks sites which can be categorised as: pornography, racial hatred, extremism, gaming and sites of an illegal nature.**



**The filtering system blocks all sites on the [Internet Watch Foundation \(IWF\)](#) list. We work with London Grid for Learning (LGFL) in partnership with Virgin Media Business to ensure that our filtering policy is continually reviewed.**

If children discover unsuitable sites the following actions will be taken:

- The children will be required to turn off the monitor/screen and report the concern immediately to a member of staff.
- The member of staff will report the concern (including the URL of the site if possible) to the DSL (or deputy) and/or technical staff.
- The breach will be recorded and escalated as appropriate.
- Parents/carers will be informed of filtering breaches involving their child.
- Any material believed to be illegal will be reported immediately to the appropriate agencies, such as the IWF, local police or CEOP.

#### **7.3.4 Monitoring**

We will appropriately monitor internet use on all setting owned or provided internet enabled devices.

We use a product called SENSO which monitors all activity on all student Windows devices. As well as the internet, it also monitors what is typed into applications such as Microsoft Word, etc. Reports can be run on Internet activity through Webscreen 2. We also physically monitor internet and web access.

If a concern is identified via monitoring approaches we will record the issue on CPOMs and alert the DSL, who will then respond in line with the Child Protection and Safeguarding policy.

All users will be informed that use of our systems can be monitored and that all monitoring will be in line with data protection, human rights and privacy legislation.

#### **7.4 Managing Personal Data Online**

Personal data will be recorded, processed, transferred and made available online in accordance with General Data Protection Regulations and Data Protection legislation.

#### **7.5 Security and Management of Information Systems**

We take appropriate steps to ensure the security of our information systems, including:

- Virus protection being updated regularly.
- Encryption for personal data sent over the Internet or taken off site or access via appropriate secure remote access systems.
- Not using portable media.
- Not downloading unapproved software to work devices or opening unfamiliar email attachments.
- Regularly checking files held on our network.
- The appropriate use of user logins and passwords to access our network. Specific user logins and passwords will be enforced for all but the youngest users.
- All users are expected to log off or lock their screens/devices if systems are unattended.

##### **7.5.1 Password policy**

All members of staff will have their own unique username and private passwords to access our systems; members of staff are responsible for keeping their password private. We also have class or year group passwords for access to some products, such as Kahoot or Twitter.

From Year 1, all learners are provided with their own unique username and private passwords to access our systems; learners are responsible for keeping their password private.

We require all users to:

- Use strong passwords for access into our system.
- Always keep their password private; users must not share it with others or leave it where others can find it.
- Not to login as another user at any time.

### **7.6 Managing the Safety of our Website**

We will ensure that information posted on our website meets the requirements as identified by the Department for Education (DfE).

Controls include:

- We will ensure that our website complies with guidelines for publications including: accessibility; data protection; respect for intellectual property rights; privacy policies and copyright.
- Staff or learners' personal information will not be published on our website; the contact details on the website will be our setting address, email and telephone number.
- The administrator account for our website will be secured with an appropriately strong password.
- We will post appropriate information about safeguarding, including online safety, on our website for members of the community.

### **7.7 Publishing Images and Videos Online**

We will ensure that all images and videos shared online are used in accordance with the associated policies, including (but not limited to) the: cameras and image use, data security, acceptable use policies, codes of conduct/behaviour, social media and use of personal devices and mobile phones.

### **7.8 Managing Email**

Access to our email systems will always take place in accordance with data protection legislation and in line with other policies, including confidentiality, acceptable use policies and the code of conduct/behaviour policy.

Controls include:

- The forwarding of any chain messages/emails is not permitted.
- Spam or junk mail will be blocked.
- Any electronic communication which contains sensitive or personal information will only be sent using secure and encrypted email.
- Setting email addresses and other official contact details will not be used for setting up personal social media accounts.
- Members of the community will immediately tell the Business Manager if they receive offensive communication, and this will be recorded in our safeguarding files/records.
- Excessive social email use can interfere with teaching and learning and will be restricted; access to external personal email accounts may be blocked on site.

### **7.8.1 Staff email**

The use of personal email addresses by staff for any official setting business is not permitted. All members of staff are provided with an email address to use for all official communication.

Members of staff are encouraged to have an appropriate work life balance when responding to email, especially if communication is taking place between staff and parents/carers.

### **7.8.2 Learner email**

At Woodland Academy Trust we do not provide learner emails.

## **7.9 Educational use of Videoconferencing and/or Webcams**

Woodland Academy Trust recognises that videoconferencing and/or use of webcams can be a challenging activity but brings a wide range of learning benefits.

Controls include:

- All videoconferencing and/or webcam equipment will be switched off when not in use and will not be set to auto-answer.
- Video conferencing is carried out using Microsoft Teams and/or Google Meets.
- Videoconferencing equipment will not be taken off the premises without prior permission from the DSL.
- Staff will ensure that external videoconferencing opportunities and/or tools are suitably risk assessed and will ensure that accounts and systems used to access these events are safe and secure.
- Video conferencing equipment and webcams will be kept securely and, if necessary, locked away or disabled when not in use.

### **7.9.1 Users**

- Videoconferencing will be supervised appropriately, according to the learners' age and ability.
- Video conferencing will take place via official and approved communication channels following a robust risk assessment.
- Only key administrators will be given access to videoconferencing administration areas or remote-control pages.
- The unique log on and password details for the videoconferencing services will only be issued to members of staff and should be kept securely, to prevent unauthorised access.

### **7.9.2 Content**

- When recording a videoconference lesson, it should be made clear to all parties at the start of the conference and written permission will be obtained from all participants; the reason for the recording must be given and recorded material will be stored securely.
- If third party materials are included, we will check that recording is permitted to avoid infringing the third-party intellectual property rights.
- We will establish dialogue with other conference participants before taking part in a videoconference; if it is a non-educational site, staff will check that the material they are delivering is appropriate for the learners.

## **7.10 Management of Applications (apps) used to Record Children's Progress**

We do not currently use an app to track learners' progress. However the Head is ultimately responsible for the security of any data or images held of children. As such, they will ensure that the use of any tracking systems is appropriately risk assessed prior to use, and that they are used in accordance with data

protection legislation, including the UK General Data Protection Regulations (UK GDPR) and Data Protection legislation.

To safeguard learners' data:

- Only learner issued devices will be used for apps that record and store learners' personal details, attainment or photographs.
- Personal staff mobile phones or devices will not be used to access or upload content to any apps which record and store learners' personal details, attainment or images.
- Devices will be appropriately encrypted if taken off site, to reduce the risk of a data security breach, in the event of loss or theft.
- All users will be advised regarding safety measures, such as using strong passwords and logging out of systems.
- Parents and carers will be informed of the expectations regarding safe and appropriate use, prior to being given access; for example, not sharing passwords or images.

## **8. Social Media**

### **8.1 Expectations**

The expectations regarding safe and responsible use of social media applies to all members of Woodland Academy Trust community.

The term social media may include (but is not limited to): blogs; wikis; social networking sites; forums; bulletin boards; online gaming; apps; video/photo sharing sites; chatrooms and instant messenger. All members of Woodland Academy Trust community are expected to engage in social media in a positive, safe and responsible manner.

Controls include:

- All members of Woodland Academy Trust community are advised not to publish specific and detailed private thoughts, concerns, pictures or messages on any social media services, especially content that may be considered threatening, hurtful or defamatory to others.
- We will control learner and staff access to social media whilst using school provided devices and systems on site.
- The use of social media during setting hours for personal use is not permitted. Inappropriate or excessive use of social media during setting hours or whilst using setting devices may result in disciplinary or legal action and/or removal of internet facilities.
- Concerns regarding the online conduct of any member of Woodland Academy Trust community on social media, should be reported to the DSL and will be managed in accordance with our anti-bullying, allegations against staff, behaviour and child protection and safeguarding policies.

### **8.2 Staff Personal Use of Social Media**

The safe and responsible use of social networking, social media and personal publishing sites will be discussed with all members of staff as part of staff induction and will be revisited and communicated via regular staff training opportunities.

Safe and professional behaviour will be outlined for all members of staff (including volunteers) as part of our code of conduct/behaviour policy as part of acceptable use policy.

#### **8.2.1 Reputation**

All members of staff are advised that their online conduct on social media can have an impact on their role and reputation within the setting.

Civil, legal or disciplinary action may be taken if staff are found to bring the profession or institution into disrepute, or if something is felt to have undermined confidence in their professional abilities.

All members of staff are advised to safeguard themselves and their privacy when using social media sites. Advice will be provided to staff via staff training and by sharing appropriate guidance and resources on a regular basis. This will include (but is not limited to):

- Setting the privacy levels of their personal sites.
- Being aware of location sharing services.
- Opting out of public listings on social networking sites.
- Logging out of accounts after use.
- Keeping passwords safe and confidential.
- Ensuring staff do not represent their personal views as that of the setting.

All members of staff are encouraged to carefully consider the information, including text and images, they share and post online and to ensure that their social media use is compatible with their professional role and is in accordance our policies and the wider professional and legal framework.

Information and content that staff members have access to as part of their employment, including photos and personal information about learners and their family members or colleagues will not be shared or discussed on social media sites.

Members of staff will notify the Leadership Team immediately if they consider that any content shared on social media sites conflicts with their role.

### **8.2.2. Communicating with learners and parents and carers**

All members of staff are advised not to communicate with or add as 'friends' any current or past learners or their family members via any personal social media sites, applications or profiles.

Any pre-existing relationships or exceptions that may compromise this will be discussed with DSL and the Head. If ongoing contact with learners is required once they have left the setting, members of staff will be expected to use official setting provided communication tools.

Staff will not use personal social media accounts to contact learners or parents, nor should any contact be accepted. Any communication from learners and parents/carers received on personal social media accounts will be reported to the DSL (or deputy).

### **8.3 Learners' Personal Use of Social Media**

Safe and appropriate use of social media will be taught to learners as part of an embedded and progressive education approach, via age appropriate sites and resources.

We are aware that many popular social media sites state that they are not for children under the age of 13, therefore we will not create accounts specifically for learners under this age.

Any concerns regarding learners' use of social media will be dealt with in accordance with existing policies, including anti-bullying and behaviour. Concerns will be shared with parents/carers as appropriate, particularly when concerning underage use of social media sites, games or tools.

Learners will be advised:

- To consider the benefits and risks of sharing personal details on social media sites which could identify them and/or their location.
- To only approve and invite known friends on social media sites and to deny access to others by making profiles private.
- Not to meet any online friends without a parent/carer or other responsible adult's permission and only when a trusted adult is present.
- To use safe passwords.
- To use social media sites which are appropriate for their age and abilities.
- How to block and report unwanted communications.
- How to report concerns both within the setting and externally.

#### **8.4 Official Use of Social Media**

The Woodland Academy Trust official social media channels are Twitter and Facebook as individual schools and a separate Trust account, including on Instagram.

The official use of social media sites only takes place with clear educational or community engagement objectives, with specific intended outcomes.

The official use of social media as a communication tool has been formally risk assessed and approved by the Trustees.

Leadership staff have access to account information and login details for our social media channels in case of emergency, such as staff absence.

Controls include:

- Official social media channels have been set up as distinct and dedicated social media sites or accounts for educational or engagement purposes only.
- Staff use school provided email addresses to register for and manage any official social media channels.
- Official social media sites are suitably protected.
- Public communications on behalf of the schools will, where appropriate and possible, be read and agreed by at least one other colleague.
- Official social media use will be conducted in line with existing policies, including: anti-bullying, data protection, and child protection and safeguarding.
- All communication on official social media platforms will be clear, transparent and open to scrutiny.
- Parents/carers will be informed of any official social media use, along with expectations for safe use and action taken to safeguard the community.
- Only social media tools which have been risk assessed and approved as suitable for educational purposes will be used.
- We will ensure that any official social media use does not exclude members of the community who are unable or unwilling to use social media channels.

##### **8.4.1. Staff expectations**

If members of staff are participating in online social media activity as part of their capacity as an employee of the setting, they will:

- Sign our acceptable use policy.
- Always be professional and aware they are an ambassador for the setting.
- Make it clear that they do not necessarily speak on behalf of the setting.
- Always be responsible, credible, fair and honest, and consider how the information being published could be perceived or shared.
- Always act within the legal frameworks they would adhere to within the workplace, including: libel, defamation, confidentiality, copyright, data protection and equalities laws.
- Ensure that they have appropriate consent before sharing images on the official social media channel.
- Not disclose information, make commitments or engage in activities on behalf of the setting, unless they are authorised to do so.
- Not engage with any direct or private messaging with current, or past, learners, parents and carers.
- Inform their line manager, the DSL (or deputy) and/or the Head of any concerns, such as criticism, inappropriate content or contact from learners.

## **9. Use of Personal Devices and Mobile Phones**

The Woodland Academy Trust recognises that personal communication through mobile technologies is an accepted part of everyday life for learners, staff and parents/carers, but technologies need to be used safely and appropriately within the setting.

### **9.1 Expectations**

All use of personal devices (including but not limited to; tablets, games consoles and 'smart' watches) and mobile phones will take place in accordance with the law and other appropriate policies, such as anti-bullying, behaviour and child protection and safeguarding.

Electronic devices of any kind that are brought onto site are the responsibility of the user. All members of The Woodland Academy Trust community are advised to take steps to protect their mobile phones or devices from loss, theft or damage; we accept no responsibility for the loss, theft or damage of such items on our premises.

Controls include:

- All members of The Woodland Academy Trust community are advised to use passwords/pin numbers to ensure that unauthorised calls or actions cannot be made on their phones or devices.
- Passwords and pin numbers should be kept confidential and mobile phones and personal devices should not be shared.
- Mobile phones and personal devices are not permitted to be used in specific areas within the site (public areas) and also outside of the site in areas such as changing rooms, toilets and swimming pools.
- All staff/visitors in EYFS need to leave their mobile phones in the school office, unless this has been authorised by the Head, for example social workers.
- The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden by any member of the community; any breaches will be dealt with as part of our behaviour policy.

- All members of The Woodland Academy Trust community are advised to ensure that their mobile phones and personal devices do not contain any content which may be offensive, derogatory or would otherwise contravene our behaviour or child protection policies.
- Each school has a separate mobile phone policy in place for learners.

## **9.2 Staff Use of Personal Devices and Mobile Phones**

Members of staff will ensure that use of personal phones and devices takes place in accordance with the law, as well as, relevant policy and procedures, such as: confidentiality, child protection, data security and acceptable use.

Staff will be advised to:

- Keep mobile phones and personal devices in a safe and secure place during lesson time.
- Keep mobile phones and personal devices switched off or switched to 'silent' mode during lesson times.
- Ensure that Bluetooth or other forms of communication (such as 'airdrop') are hidden or disabled during lesson times.
- Not use personal devices during teaching periods, unless permission has been given by the Head such as in emergency circumstances.
- Ensure that any content bought onto site via mobile phones and personal devices are compatible with their professional role and expectations.
- Members of staff are not permitted to use their own personal phones or devices for contacting learners or parents and carers. Any pre-existing relationships, which could undermine this, will be discussed with the DSL (or deputy) and Head.

Staff will not use personal devices:

- To take photos or videos of learners and will only use work-provided equipment for this purpose.
- Directly with learners and will only use work-provided equipment during lessons/educational activities.

If a member of staff breaches our policy, action will be taken in line with our code of conduct/staff behaviour and allegations policy

If a member of staff is thought to have illegal content saved or stored on a mobile phone or personal device or have committed a criminal offence, the police will be contacted.

## **9.3 Learners' Use of Personal Devices and Mobile Phones**

Learners will be educated regarding the safe and appropriate use of personal devices and mobile phones and will be made aware of boundaries and consequences.

Controls include:

- The Woodland Academy Trust do not allow learners to bring in personal devices and mobile phones except for mobile phones for those children in Y5 and Y6. Any phone needs to be handed in to the school office at the beginning of the day and collected at the end of the day, and is left at the learners' own risk.
- If a learner breaches the policy, the phone or device will be confiscated and will be held in a secure place.



- Staff may confiscate a learner's mobile phone or device if they believe it is being used to contravene our behaviour or bullying policy or could contain youth produced sexual imagery (sexting).
- Searches of mobile phone or personal devices will only be carried out in accordance with government guidelines. See [www.gov.uk/government/publications/searching-screening-and-confiscation](http://www.gov.uk/government/publications/searching-screening-and-confiscation)
- Learners' mobile phones or devices may be searched by a member of the leadership team, with the consent of the learner or a parent/carer. Content may be deleted or requested to be deleted, if it contravenes our policies.
- Mobile phones and devices that have been confiscated will be released to parents or carers.
- If there is suspicion that material on a learner's personal device or mobile phone may be illegal or may provide evidence relating to a criminal offence, the device will be handed over to the police for further investigation.

#### **9.4 Visitors' Use of Personal Devices and Mobile Phones**

Parents/carers and visitors (including contractors) should ensure that mobile phones are not used within the areas of school populated by learners. This is unless permission has been given e.g. at the end of performances of their own child. Use of phones linked to UK GDPR and Safeguarding is explained at all performances and parents/carers are asked to adhere to this.

Volunteers will have the same expectations set as staff (see 9.2) and this is explained during their induction.

Members of staff are expected to challenge visitors if they have concerns and will always inform the DSL (or deputy) or Head of any breaches our policy.

### **10. Responding to Online Safety Incidents and Concerns**

With regard to incidents and concerns regarding online safety:

- All members of the community will be made aware of the reporting procedure for online safety concerns, including: breaches of filtering, youth produced sexual imagery (sexting), cyberbullying and illegal content through training.
- All members of the community must respect confidentiality and the need to follow the official procedures for reporting concerns.
- Learners, parents/carers and staff will be informed of our complaints procedure and staff will be made aware of the whistleblowing procedure.
- We require staff, parents, carers and learners to work in partnership to resolve online safety issues.
- After any investigations are completed, we will debrief, identify lessons learnt and implement any policy or curriculum changes as required.
- If we are unsure how to proceed with an incident or concern, the DSL (or deputy) will seek advice from children's services.
- Where there is suspicion that illegal activity has taken place, we will contact children's services or the police using 101, or 999 if there is immediate danger or risk of harm.
- If an incident or concern needs to be passed beyond our community (for example if other local settings are involved or the public may be at risk), the DSL or Head will speak with children's services or the police first to ensure that potential investigations are not compromised.

#### **10.1 Concerns about Learner Welfare**

The DSL (or deputy) will be informed of any online safety incidents involving safeguarding or child protection concerns.

The DSL (or deputy) will record these issues in line with our child protection and safeguarding policy.

The DSL (or deputy) will ensure that online safety concerns are escalated and reported to relevant agencies in line with relevant procedures.

We will inform parents and carers of online safety incidents or concerns involving their child, as and when required.

## **10.2 Staff Misuse**

Any complaint about staff misuse will be referred to the Head, in accordance with the allegations policy.

Any allegations regarding a member of staff's online conduct will be discussed with the LADO (Local Authority Designated Officer). Appropriate action will be taken in accordance with our staff behaviour policy/code of conduct.

## **11. Procedures for Responding to Specific Online Incidents, Concerns, Challenges or Hoaxes**

### **11.1 Online Sexual Violence and Sexual Harassment between Children**

Our Trust has accessed and understood "[Sexual violence and sexual harassment between children in schools and colleges](#)" (2018) guidance and part 5 of 'Keeping Children Safe in education' 2018.

The Woodland Academy Trust recognises that sexual violence and sexual harassment between children can take place online. Examples may include; non-consensual sharing of sexual images and videos, sexualised online bullying, online coercion and threats, unwanted sexual comments and messages on social media, and online sexual exploitation.

Full details of how we will respond to concerns relating to sexual violence and sexual harassment between children can be found within our child protection and anti-bullying policy.

Woodland Academy Trust recognises that the internet brings the potential for the impact of any sexual violence and sexual harassment concerns to extend further than the local community, and for a victim or alleged perpetrator to become marginalised and excluded by online communities.

Woodland Academy Trust also recognises the potential for repeat victimisation in the future if abusive content continues to exist somewhere online.

Woodland Academy Trust will:

- Ensure that all members of the community are made aware of the potential social, psychological and criminal consequences of online sexual violence and sexual harassment between children by implementing a range of age and ability appropriate educational methods as part of our Personal Development curriculum.
- Ensure that all members of the community are aware of sources of support regarding online sexual violence and sexual harassment between children.
- Respond to concerns regarding online sexual violence and sexual harassment between children, regardless of whether the incident took place on our premises or using our equipment.

If made aware of online sexual violence and sexual harassment, we will:

- Immediately notify the DSL (or deputy) and act in accordance with our child protection and anti-bullying policies.
- If content is contained on learner's electronic devices, manage them in accordance with the DfE '[searching screening and confiscation](#)' advice.
- Provide the necessary safeguards and support for all learners involved, such as offering specific advice on blocking, reporting and removing online content, as well as providing appropriate counselling/pastoral support.
- Implement appropriate sanctions in accordance with our behaviour policy.
- Inform parents and carers, if appropriate, about the incident and how it is being managed.
- If appropriate, make a referral to partner agencies, such as Children's Services and/or the Police.

If the concern involves children and young people at a different educational setting, we will work in partnership with other DSLs to ensure appropriate safeguarding action is taken in the wider local community.

If a criminal offence has been committed, the DSL (or deputy) will discuss this with the police first to ensure that investigations are not compromised.

We will review the handling of any incidents to ensure that best practice was implemented, and policies/procedures are appropriate.

### **11.2 Youth Produced Sexual Imagery ("Sexting")**

The Woodland Academy Trust recognises youth produced sexual imagery (known as "sexting") as a safeguarding issue; all concerns will be reported to and dealt with by the DSL (or deputy).

We will follow the advice as set out in the non-statutory UKCCIS guidance: '[Sexting in schools and colleges: responding to incidents and safeguarding young people](#)'.

Woodland Academy Trust will:

- Ensure that all members of the community are made aware of the potential social, psychological and criminal consequences of 'sexting' by implementing preventative approaches, via a range of age and ability appropriate educational methods.
- Ensure that all members of the community are aware of sources of support regarding youth produced sexual imagery.
- Respond to concerns regarding youth produced sexual imagery, regardless of whether the incident took place on site or using setting provided or personal equipment.

We will not:

- View any images suspected of being youth produced sexual imagery, unless there is no other possible option, or there is a clear need or reason to do so. If it is deemed necessary, the image will only be viewed by the DSL (or deputy DSL) and their justification for viewing the image will be clearly documented.
- Send, share, save or make copies of content suspected to be an indecent image of a child (i.e. youth produced sexual imagery) and will not allow or request learners to do so.

If made aware of an incident involving the creation or distribution of youth produced sexual imagery, we will:

- Act in accordance with our child protection policies and the relevant safeguarding procedures.

- Ensure the DSL (or deputy) responds in line with the 'Sexting in schools and colleges: responding to incidents and safeguarding young people' guidance.
- Store the device securely. If an indecent image has been taken or shared on our network or devices, we will act to block access to all users and isolate the image.
- Carry out a risk assessment which considers any vulnerability of learners involved; including carrying out relevant checks with other agencies.
- Inform parents and carers, if appropriate, about the incident and how it is being managed.
- Make a referral to Children's Services and/or the Police, as deemed appropriate in line with the UKCCIS : 'Sexting in schools and colleges: responding to incidents and safeguarding young people' guidance.
- Provide the necessary safeguards and support for learners, such as offering counselling or pastoral support.
- Implement appropriate sanctions in accordance with our behaviour policy but taking care not to further traumatise victims where possible.
- Consider the deletion of images in accordance with the UKCCIS: 'Sexting in schools and colleges: responding to incidents and safeguarding young people' guidance. Images will only be deleted once the DSL has confirmed that other agencies do not need to be involved; and are sure that to do so would not place a child at risk or compromise an investigation.
- Review the handling of any incidents to ensure that best practice was implemented; the leadership team will also review and update any management procedures, where necessary.

### **11.3 Online Child Sexual Abuse and Exploitation (including child criminal exploitation)**

Woodland Academy Trust will ensure that all members of the community are aware of online child sexual abuse, including: exploitation and grooming; the consequences; possible approaches which may be employed by offenders to target children and how to respond to concerns.

Woodland Academy Trust recognises online child sexual abuse and exploitation (including criminal exploitation) as a safeguarding issue and, as such, all concerns will be reported to and dealt with by the DSL (or deputy).

We will:

- Implement preventative approaches for online child sexual abuse and exploitation (including criminal exploitation) via a range of age and ability appropriate education for learners, staff and parents/carers.
- Ensure that all members of the community are aware of the support available regarding online child sexual abuse and exploitation (including criminal exploitation), both locally and nationally.
- Ensure that the 'Click CEOP' report button used to report online child sexual abuse is visible and available to learners and other members of our community.

If made aware of incident involving online child sexual abuse and exploitation (including criminal exploitation), we will:

- Act in accordance with our child protection policies and the relevant safeguarding procedures.
- If appropriate, store any devices involved securely.
- Make a referral to Children's Services (if required/appropriate) and immediately inform the police via 101, or 999 if a child is at immediate risk.
- Carry out a risk assessment which considers any vulnerabilities of learner(s) involved (including carrying out relevant checks with other agencies).

- Inform parents/carers about the incident and how it is being managed.
- Provide the necessary safeguards and support for learners, such as, offering counselling or pastoral support.
- Review the handling of any incidents to ensure that best practice is implemented; leadership team will review and update any management procedures, where necessary.

We will respond to concerns regarding online child sexual abuse and exploitation (including criminal exploitation), regardless of whether the incident took place on our premises or using setting provided or personal equipment.

Where possible, learners will be involved in decision making and if appropriate, will be empowered to report concerns such as via the Click CEOP report: [www.ceop.police.uk/safety-centre/](http://www.ceop.police.uk/safety-centre/)

If we are unclear whether a criminal offence has been committed, the DSL (or deputy) will obtain advice immediately through children's services and/or the police.

If made aware of intelligence or information which may relate to child sexual exploitation (on or offline), it will be passed through to children's services by the DSL (or deputy).

If learners at other setting are believed to have been targeted, the DSL (or deputy) will seek support from children's services and/or the police first to ensure that potential investigations are not compromised.

#### **11.4 Indecent Images of Children (IIOC)**

Woodland Academy Trust will:

- Ensure that all members of the community are made aware of the possible consequences of accessing Indecent Images of Children (IIOC).
- Respond to concerns regarding IIOC on our equipment and/or personal equipment, even if access took place off site.
- Seek to prevent accidental access to IIOC by using an internet Service provider (ISP) which subscribes to the Internet Watch Foundation block list and by implementing appropriate filtering, firewalls and anti-spam software.

If we are unclear if a criminal offence has been committed, the DSL (or deputy) will obtain advice immediately through children's services and/or the police.

If made aware of IIOC, we will:

- Act in accordance with our child protection policy and the relevant safeguarding procedures
- Store any devices involved securely.
- Immediately inform appropriate organisations, such as the Internet Watch Foundation (IWF), the police.

If made aware that a member of staff or a learner has been inadvertently exposed to indecent images of children, we will:

- Ensure that the DSL (or deputy) is informed.
- Ensure that the URLs (webpage addresses) which contain the suspect images are reported to the Internet Watch Foundation via [www.iwf.org.uk](http://www.iwf.org.uk) .
- Ensure that any copies that exist of the image, for example in emails, are deleted.

- Report concerns, as appropriate to parents and carers.

If made aware that indecent images of children have been found on the setting provided devices, we will:

- Ensure that the DSL (or deputy) is informed.
- Ensure that the URLs (webpage addresses) which contain the suspect images are reported to the Internet Watch Foundation via [www.iwf.org.uk](http://www.iwf.org.uk).
- Ensure that any copies that exist of the image, for example in emails, are deleted.
- Inform the police via 101 (999 if there is an immediate risk of harm) and children's services (as appropriate).
- Only store copies of images (securely, where no one else has access to them and delete all other copies) at the request of the police only.
- Report concerns, as appropriate to parents and carers.

If made aware that a member of staff is in possession of indecent images of children on setting provided devices, we will:

- Ensure that the Head is informed in line with our managing allegations against staff policy.
- Inform the Local Authority Designated Officer (LADO) and other relevant organisations in accordance with our managing allegations against staff policy.
- Quarantine any devices until police advice has been sought.

### **11.5 Cyberbullying**

Cyberbullying, along with all other forms of bullying, will not be tolerated at Woodland Academy Trust. Full details of how we will respond to cyberbullying are set out in our anti-bullying policy.

### **11.6 Online Hate**

Online hate content, directed towards or posted by, specific members of the community will not be tolerated at Woodland Academy Trust and will be responded to in line with existing policies, including anti-bullying and behaviour.

All members of the community will be advised to report online hate in accordance with relevant policies and procedures.

The police will be contacted if a criminal offence is suspected.

If we are unclear on how to respond, or whether a criminal offence has been committed, the DSL (or deputy) will obtain advice through children's services and/or the police.

### **11.7 Online Radicalisation and Extremism**

We will take all reasonable precautions to ensure that learners and staff are safe from terrorist and extremist material when accessing the internet on site.

If we are concerned that a child or parent/carer may be at risk of radicalisation online, the DSL (or deputy) will be informed immediately, and action will be taken in line with our child protection and safeguarding policy.

If we are concerned that member of staff may be at risk of radicalisation online, the Head will be informed immediately, and action will be taken in line with the child protection and allegations policies.

### **11.8 Online Challenges and Hoaxes**

## **Challenges**

Online “Challenges” involve users recording themselves taking a challenge and then distributing the video through social media channels, inspiring or daring others to repeat the challenge.

Many children often watch these challenges on [YouTube](#) for entertainment, but sometimes the challenges inspire them to attempt them themselves. This can be an issue as sometimes online challenges may be attempted by children because of peer pressure. Some children may do them because of the fear of missing out (FOMO).

## **Hoaxes**

For the purposes of this policy, an “online hoax” is defined as a deliberate lie designed to seem truthful, normally one that is intended to scaremonger or to distress individuals who come across it, spread on online social media platforms.

- The DSL ensures that pupils are taught about how to critically identify when online content is untrue or harmful and how to respond to this content, in line with section 5 of this policy. This is carried out within the context of the compulsory incorporation of online safety into the school curriculum, as of September 2020, for primary schools via RSE education (WAT Personal Development).

## **What we will consider in relation to Challenges and Hoaxes**

All DSLs should read the guidance (DFE Harmful Online challenges and Online Hoaxes Guidance February 2021) and ensure the following:

- There is clear a protocol in place for all staff about how the school will respond to and report these events.
- Teach children about these hoaxes as part of online safety so they can critically identify and respond to harmful content.
- Create safe and open spaces for children to ask questions and share concerns about their experiences online without feeling foolish or being blamed.
- That children know where they can go to get help both in school and through external organisations such as ChildLine.
- Raise awareness about online challenges and online hoaxes by using posters, the school website and displays.
- Proactively encourage parents to talk about these issues through parent governors and PTFAs.
- Filters and monitoring systems are in place.
- Relevant policies are updated to reflect the approach when dealing with online challenges and online hoaxes. These include the school’s child protection, behaviour, code of conduct and mobile devices policies.

## **If a harmful online challenge or hoax may be circulating**

We will:

- Carry out a risk assessment by establishing the scale and nature of the possible risk to the children, including considering (where the evidence allows) if the risk is a national one or is it localised to

your area, or even just your school or college. Rapid local action could prevent a local online hoax or local harmful online challenge from going viral.

- Check the validity of the hoax with the Professional Online Safety and local agencies as required.
- Not overreact - and keep a calm and measured approach.
- Avoid naming and sharing the hoax unless in exceptional circumstances. Doing so could lead to unnecessary attention and children are more likely to search for things that they have been told not to.

If Children are placing themselves at risk of harm, we will need to consider how best to address this. It is best to focus support on a year group, or individual children rather than the whole school. We will consider the benefits against the potential harms: if it felt necessary to directly address an issue then it should be achieved without exposing children to scary or distressing content.

When faced with a potentially harmful online challenge or hoax it is important when considering the response to for SLT to ask the following questions:

- Is it factual?
- Is it proportional to the actual (or perceived) risk?
- Is it helpful?
- Is it age and stage of development appropriate?
- Is it supportive?

Where a child may be at risk of significant harm we will follow safeguarding procedures and consider a referral to children's social care.

### **Sharing information with the school community**

At Woodland Academy Trust we will share accurate and helpful messages with parents and carers to reassure them as some will have concerns and anxieties about this issue, as an organisation with a duty to safeguard the welfare of the children in our care. We can use information that has been previously communicated and will need to consider how best to manage these anxieties from concerned parents and carers.

We will focus on positive and empowering online behaviours such as critical thinking, reporting concerns, blocking content/users, and knowing where to get help.

We will avoid focusing on the latest hoax or trend with children and keep attention on positive online behaviours, what to do, and where to report it.

DSLs should fact check the online hoax in order dispel some of the myths and reassure the children.

We will work together with parents/carers and keep an open dialogue to ensure that children know how to seek help if they see or experience upsetting things online.

We will use a '**think before we share**' approach to sharing online warnings with our communities.





## 12. Useful Links for Educational Settings

### National Links and Resources

- CEOP:
  - [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
  - [www.ceop.police.uk](http://www.ceop.police.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Lucy Faithfull Foundation: [www.lucyfaithfull.org](http://www.lucyfaithfull.org)
- NSPCC: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- The Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/about/helpline](http://www.saferinternet.org.uk/about/helpline)
- 360 Safe Self-Review tool for schools: [www.360safe.org.uk](http://www.360safe.org.uk)
- Get Safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)

### Links with other policies and practices

This policy links with several other policies, practices and action plans including:

- Anti-bullying policy
- Acceptable Use Policies (AUP)
- Behaviour policy
- Child protection and safeguarding policy
- Curriculum policies, such as: Computing, Personal Social and Health Education (PSHE), Citizenship and Relationships and Sex Education (RSE)
- SEND Policy