

Online Safety 4 Schools

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Online Safety within 'Keeping Children Safe in Education' 2021

Schools & Colleges Online Safety agenda continue to evolve and increase; it is therefore essential that DSLs, governingbodies and proprietors evidence the recognition of Online Safety within their statutory safeguarding responsibilities and implement approaches which will safeguard their community online.

DSLs and leaders in schools and colleges should review their current Online Safety practice and implement any changes as required from 1st September 2021.

Here is Schools Check in Relation to KCSiE Impact on Online Safety-

What Schools should check in relation to Schools Online Safety Policies

- Do you have a Stand-Alone Online Safety Policy – Do you have an Online Safety Lead ?
- Does your child protection policy make is clear that Online Safety concerns should be reported to the DSL?
- Does your anti-bullying policy specifically address the measures you have in place to both prevent and respond to cyberbullying?
- Does your anti-bullying and/or child protection policy outline the procedures to follow if cyberbullying
- Does your child protection policy clearly recognise the range of online peer on peer abuse issues?
- Does your policy detail how to report concerns relating to online peer on peer abuse?
- Do you provide training to all members of staff regarding online peer on peer abuse?
- Does your Safeguarding Policy include Online Safety or do you have a standalone Online Safety policy (recommended)?
 - o Is it up to date?
 - o Is it publicly available and do all members of the community know how to access it?
- Does your behaviour policy include measures to prevent and tackle cyberbullying?
- Does your staff behaviour policy/code of conduct cover the acceptable use of technology for staff, online staff/pupil relationships and communication via social media?
 - o How do you ensure that this information is communicated with and understood by all staff?
 - o How do you evidence this?
- Are these policies shared with all staff on induction?
- How do you share policy changes or updates with staff?

What Schools should check in relation to Schools DSL / Online Safety Lead:

- Is your DSL / Online Safety Lead clearly recognised as having overall responsibility for Online Safety?
 - o Is this made clear to all members of staff?
- Have you identified other members of staff who have skills, expertise or interests who may be able to support the DSL? If appropriate, have they had specific training to enable them to act as a deputy DSL?
- How does your DSL keep their knowledge and skills in relation to Online Safety updated? How is this evidenced?
- Has your School considered creating a Online Safety Lead / Online Safety Coordinator (recommended for larger schools)

What Schools should check in relation to Schools Online Safety Training:

- Child Protection training should explicitly cover Online Safety as part of all staff members induction.
- Schools and colleges should ensure Online Safety is specifically covered within annual safeguarding updates provided to staff.
 - o Settings should consider how this is implemented, for example, will it be integrated within existing safeguarding and child protection training or provided as separate and specific Online Safety inputs.
 - o Schools and colleges may decide to integrate Online Safety within current child protection training or provide separate sessions.
 - o Local good practice examples for staff training identified include covering safeguarding (including Online Safety) as a standing item at staff meetings and providing specific Online Safety training as part of an annual training calendar of staff training events.
- Online Safety training should be accessed by ALL members of staff, not just teaching staff. A child could disclose an Online Safety concern to any adult; therefore all members of staff should be aware of how to recognise, respond to, record and refer Online Safety concerns.
- Is Online Safety covered explicitly within your induction process for new staff?
- How does your school/college provide appropriate, up-to-date and relevant whole staff Online Safety training on an ongoing basis?
- Does your staff training cover professional online practice issues (such as use of social media, classroom management etc.) as well as safeguarding children and young people?
- How do you share regular Online Safety information and updates with staff outside of formal training e.g. via email, e-bulletins and staff meetings?
- How do you evidence all of this is in place?
- How does your school/college teach children about Online Safety?
 - o Have staff (subject leads, class teachers etc.) read and implemented guidance and appropriate curriculum resources in accordance with your local context?
 - o Are all children receiving up-to-date education that is relevant to their age and?

- o Is there a clear RSE approach in place which uses relevant and appropriate teaching resources?
- Are appropriate staff within your school/college familiar with the resources identified in paragraphs 121?
- How does your school/college identify and target vulnerable children who may require a more specific and adapted/targeted education to enable them to build Online Safety skills?
- How are children and young people involved in the development of the curriculum?
- Is the curriculum integrated throughout the year and across different subject areas?
- How does your school/college use external speakers to complement internal education approaches?

What Schools should check in relation to Schools Online Safety Workshops & Awareness & IT:

- Are staff aware of the 3 C's: content, contact and conduct?
- Does the Online Safety curriculum cover the full range of potential online risks which children may encounter?
- Does the school have a Whole School Approach to Online Safety Awareness (Staff – Students – Parents – Management – Policies etc
- Does the setting have a clear policy regarding use of mobile technology, including phones and other personal devices?
 - How is this communicated to staff, learners, and parents/carers?
- Has the leadership accessed any guidance material regarding appropriate filtering and monitoring?
- Does the leadership team understand the current filtering/monitoring systems in place?
 - o If not, how can this be developed?
- How has the governing body/proprietor made informed decisions regarding the school/college filtering and monitoring systems and associated decisions?
 - o How is this evidenced?
- How is this information shared with the community? For example, is filtering and monitoring explicitly covered within the child protection policy?
- How do SLT work with the technical team (e.g., broadband provider, IT Technicians, Network Managers or IT service providers) to make filtering and monitoring decisions and take action on concerns identified?
 - o If so, how is this documented?
- How do all members of staff ensure that technology in the classroom is used as safely and effectively?
 - o Does the setting provide all members of staff with clear expectations regarding use of technology e.g., supervision, pre-checking content before use, use of age appropriate tools, understanding of data protection concerns, clear risk assessments etc.
- How does the school/college leadership work with and support technical staff to implement robust security protection procedures?
- How are expectations communicated to staff, learners, and parents/carers?

What Schools should check in relation to Schools Online Safety Evolution:

- How do you evidence that your school/college is reviewing your Online Safety practice regularly and making changes as required?
- How does the setting (especially the DSL) evidence that they are keeping up to date with developments within the Online Safety agenda?

What Schools should check in relation to Schools Online Safety 'Peer on Peer' abuse:

- Do all staff recognise that children are capable of abusing their peers online? How do you know this is achieved?
- Does your child protection policy clearly identify policies and procedures to follow when responding to online peer on peer abuse concerns e.g. consensual and non-consensual sharing of nudes and semi-nude images and/or videos?
- Have all DSLs read and understood the UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance?
- Has information been shared with all staff regarding procedures to follow when responding to nude and semi-nude image sharing concerns?
- Is there a policy in place which clearly sets out your procedures and expectations with regards to searching, screening and confiscation?

What Schools should check in relation to KCSiE 2021 'Annex B' & forms of Online Abuse:

- Are DSLs aware of the new and updated terms within Annex B and the associated resources and local support available?
- Have DSLs ensured that staff who work directly with children and young people have read and understood annex B? How do you evidence this?
- Do your schools/college policies and procedures reflect the risks identified within Annex B?

What Schools should check in relation to KCSiE 2021 'Annex C' & DSL / OSL Responsibilities:

- How does the DSL (and any deputies) work with other appropriate staff, as required with regards to dealing with Online Safety concern or making policy decisions?
 - How is this evidenced?
- Has the DSL accessed appropriate training and support regarding Online Safety?
 - Does this include:
 - o developing an up-to-date awareness of both the risks and benefits of technology?
 - o an awareness of national and local policy and procedures?
 - o an exploration of issues relating to Online Safety and SEND?
 - How is this evidenced?