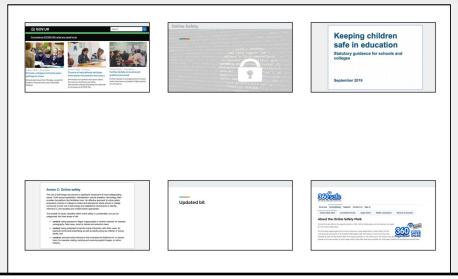
Making the most of your of your digital content for schools

Online Safety
from policy to practice

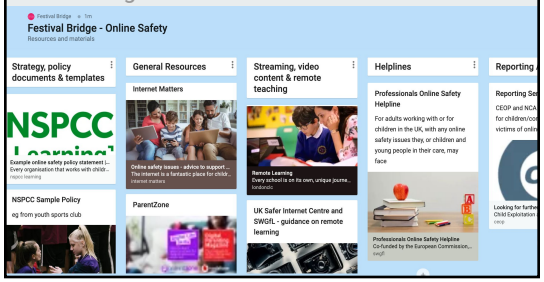
- Understand the requirements on schools
- Help you create an online safety plan
- Know where to go for help/guidance

Toolkit

PDF/Slides



Resources Page



Checklist

- ❑ Create or update policy
- ❑ Create or update Acceptable use agreements
- ❑ Agree a named lead
- ❑ Create a training and/or keeping up to date plan
- ❑ Agree a system to log incidents
- ❑ Create or update an escalation plan
- ❑ Devise a system to review and monitor
- ❑ Make sure everyone knows the plan...

GOV.UK

Search

Coronavirus (COVID-19): what you need to do

18 March 2020 — Press release

Schools, colleges and early years settings to close

Schools will close from Monday, except for children of key workers and vulnerable children

20 March 2020 — Guidance

Closure of educational settings: information for parents and carers

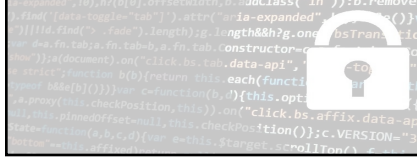
Information for parents and carers about the closure of schools and other educational settings following the outbreak of coronavirus (COVID-19).

20 March 2020 — Press release

Further details on exams and grades announced

Further details on arrangements for exams which have been cancelled to fight spread of coronavirus

Online Safety



Keeping children safe in education

Statutory guidance for schools and colleges

September 2019

Annex C: Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

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

- **content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact**: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Department for Education

Guidance

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

Published 27 March 2020

360safe

the online safety self-review tool

Overview | Accreditation | Register | Contact Us | Sign In

Online Safety Mark | Accredited Schools | Apply Online | SWGfL Consultancy | Become an Assessor

About the Online Safety Mark

Schools that are able to show good practice in their Online Safety policy and procedures can apply for the Online Safety Mark.

The first step towards gaining the mark involves an online application to South West Grid for Learning and submission of a completed 360 degree safe self review in which the school has reached at least the benchmark level in all aspects (shown on the online tool). The school must also provide a full commentary for each aspect which describes how their provision for that aspect meets the required benchmark level.

360 degree safe — ACCREDITED SAFER ONLINE

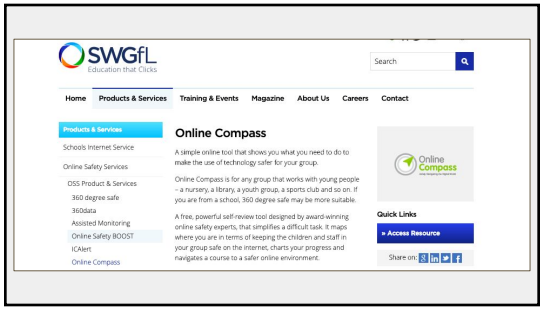
A. Policy & Leadership	B. Infrastructure	C. Education	D. Standards & Inspection

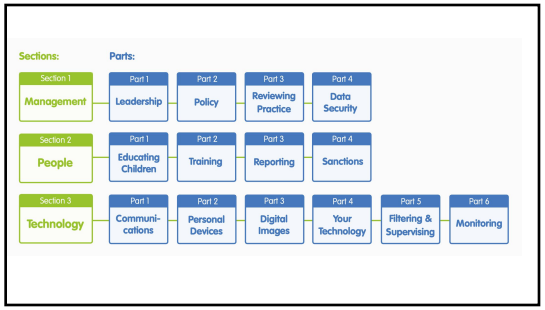
Leadership and Policies
responsibilities, policy development and scope, reporting, management of communication technologies

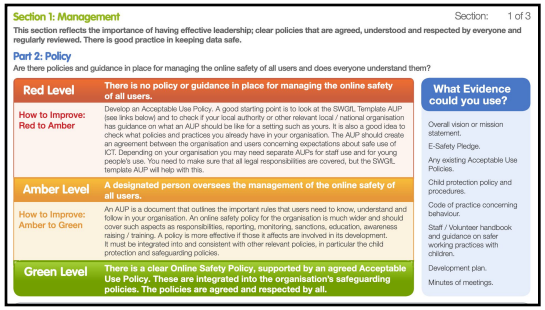
Infrastructure
passwords, system security, data protection

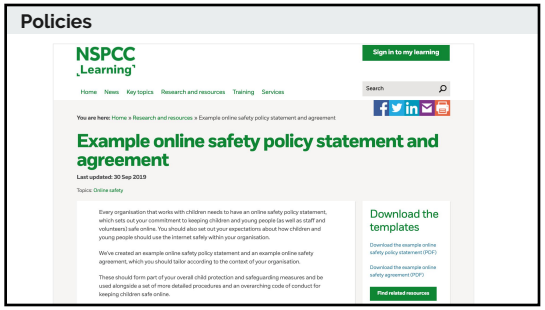
Education
for children, staff, parents

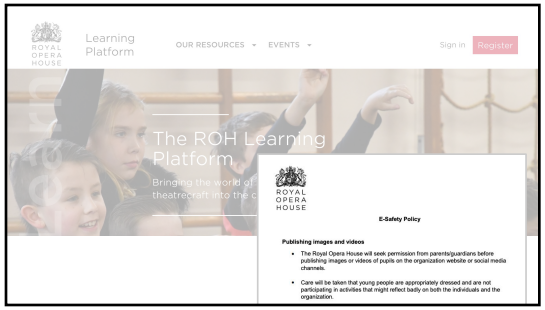
Monitoring
of incidents and effectiveness of all of the above



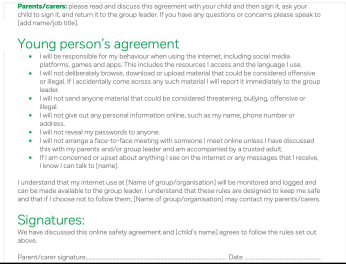








Acceptable Use Agreement



Parents/carers: please read and discuss this agreement with your child and then sign it, ask your child to sign it, and return it to the group leader. If you have any questions or concerns please speak to [add name/job title].

Young person's agreement

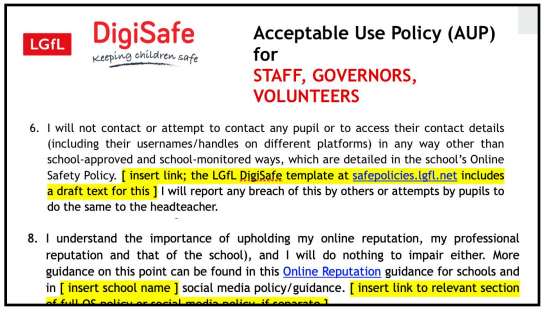
- I will be responsible for my behaviour when using the internet, including social media platforms, games and apps. This includes the resources I access and the language I use.
- I will not deliberately browse, download or upload material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to the group leader.
- I will not send anyone material that could be considered threatening, bullying, offensive or illegal.
- I will not give out any personal information online, such as my name, phone number or address.
- I will not reveal my passwords to anyone.
- I will not arrange a face-to-face meeting with someone I meet online unless I have discussed this with my parents and/or group leader and am accompanied by a trusted adult.
- If I am concerned or upset about anything I see on the internet or any messages that I receive, I know I can talk to [name].

I understand that my internet use at [Name of group/organisation] will be monitored and logged and can be made available to the group leader. I understand that these rules are designed to keep me safe and that if I choose not to follow them, [Name of group/organisation] may contact my parents/carers.

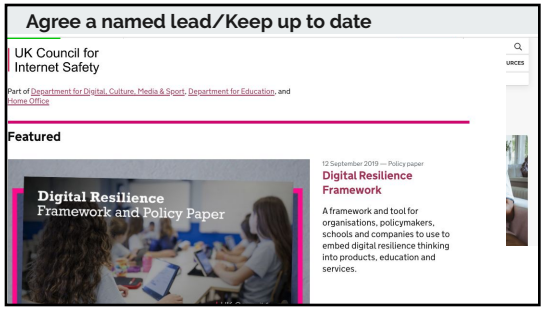
Signatures:

We have discussed this online safety agreement and [child's name] agrees to follow the rules set out above.

Parent/carer signature..... Date .....

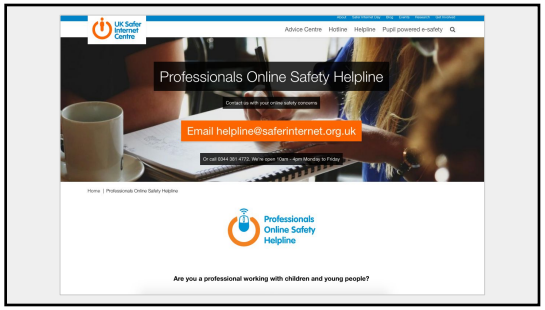


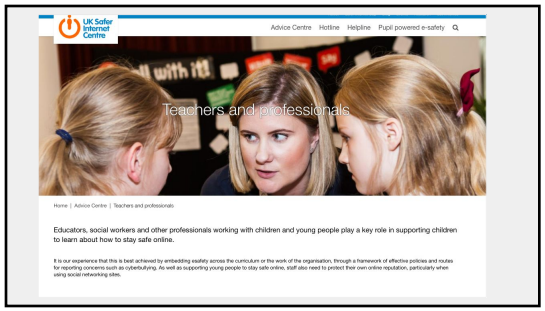
Agree a named lead/Keep up to date

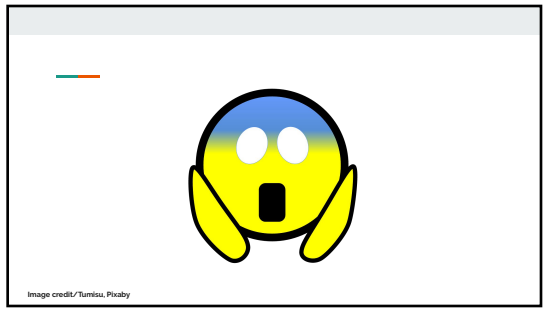


Incidents and Escalation Plans

TheDigitalArtist (pixabay.com)







- Work through the checklist
- Don't disappear down a worm-hole
- Check out the toolkit
- Check out the resources
- Sign up to some relevant newsletters
- Share up to date information with colleagues

Digital Inequality is a thing
Don't forget analogue

83% of 12 - 15-year-olds have their own smartphone but, as Carnegie UK Trust's 'Switched On' report highlights, connection is not the same as access

Consider providing resources which enable analogue/offline activity. PDFs and other documents have their place as settings can print them off and send them home..

Complete our survey

Thank you.

@NNFbridge
nnfestival.org.uk/festival-bridge