



Online Cyber Safety Procedures

These procedures implement the e-Safety Policy and aims to ensure that concerns relating to student online safety are handled sensitively, professionally and in ways that support the needs of the young person or vulnerable adult. Online safety is the responsibility of all staff and volunteers.

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- **The Safeguarding Leads - Board of Governors for T4 Trust are** Helal Ahmed – Local Community Board of Governor for Safeguarding Sara Attwood – T4 Trust Board of Governor for Safeguarding

IT Support

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1. DEFINITION

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E-safety is a term used to refer to how we use mobile devices, technology, and the online environment safely. This includes the use of the internet and other means of communication using electronic media (e.g., text messages, gaming devices, email, social media such as Facebook etc.).

In practice, online safety is as much about behaviour as it is electronic security. There is also a wide discrepancy about the definition and scope of 'online safety, for instance Ofsted describes online safety (in the context of an inspection) as a school's ability:

- To protect and educate pupils and staff in their use of technology.
- To have the appropriate mechanisms to intervene and support any incident where appropriate.

The subject of online safety continues to grow exponentially due to the ever increasing and emerging technologies and requires us to adopt an approach of transparency, partnership and common sense.

2. RISKS AND BENEFITS

Digital technologies offer young people abundant opportunities to learn and develop, communicate, be creative and be entertained. The advantages of the internet can and should out-weigh the disadvantages. The use of digital technologies is now so prevalent and important in society, that we must support young people to have access and reap the benefits of this.

For students with SEND needs, the value of utilising mobile devices and the internet can be even greater than for their non-disabled peers due to things such as the use of assistive technologies to aid and communication and social networking to help students with SEND needs who are isolated to connect to others. Therefore, as professionals working with students with SEND needs, we must be proactive in seeking these opportunities and helping young people we work with to benefit from them.

Due to the rapid advancement of digital technologies young people embrace and understand advancement on the internet and mobile telephones as the 'norm', and view this 'virtual world' as an extension to their physical world. However, this can create some risk to young people that we must be aware of, and as far as possible help young people to understand. Some of the dangers the virtual world can pose to students include:

- Students' attendance and attainment at school and college can be affected by 'vamping'- lack of sleep due to using technology.
- Students have been 'groomed' online by others (often pretending to be other young people) with the ultimate aim of exploiting them sexually.
- Students have been bullied or 'trolled' by other young people via social networking sites, websites, instant messaging, and text messages; this is often known as 'cyber-bullying'
- Inappropriate (i.e., threatening, or indecent) images of young people have been taken, uploaded and circulated via social network websites, mobile telephones and video broadcasting websites such as You Tube, often by other young people. This can lead to bullying, blackmail, or exploitation.

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- The dangers attached to gang culture can rapidly accelerate online as many gangs 'advertise' or promote themselves via websites or social networking sites or if threats of violence, threats to an individual's life or threats of retaliation are posted online by opposing gang members.
- Unsuitable websites, content and images can easily be accessed online (e.g., ignoring age ratings in games enabling exposure to violence, explicit and extreme content; pornography; lifestyle websites such as pro-anorexia, self-harm, suicide or hate sites).
- Young people can be recruited by people with extreme political and cultural views which can lead to their radicalisation.
- Young people becoming the victims of fraud as a result of sharing personal information.

The risks are widely recognised to fit within one of the following 3 categories:

Contact, Content and Conduct.

These areas are covered within Online Safety training.

Ignoring the dangers that young people can face would lead to serious gaps in our responsibilities towards safeguarding and child protection.

Some of the common technologies used include:

- The Internet
- Email
- Instant messaging
- Blogs / Vlogs
- Podcasts
- Web cameras
- Social networking sites such as Facebook, Twitter and Instagram
- Location based social networking.
- Video broadcasting sites such as YouTube
- Chat rooms and forums.
- Skype
- WhatsApp
- Online gaming rooms and platforms
- Music download sites
- Mobile phones with camera and video functionality
- Applications (apps)

See Appendix 1 for more information on the different types of risk that exist for people using mobile devices, which we must be aware of, to help students to be wise to these and subsequently to avoid them.

3. NATIONAL LEGISLATION

This procedure links to and harmonises with the following legislation:

- Serious Crime Act 2015
- The Equality Act 2010
- Education and Inspection Act 2006
- Communications Act 2003
- Sexual Offences Act 2003
- Regulation of Investigatory Power Act 2000
- Data Protection Act 1998
- Malicious Communication Act 1988
- The Human Rights Act 1998
- The Computer Misuse Act 1990

4. IMPLEMENTATION OF PROCEDURES

Online safety is not only about recognising the risks that exist for young people accessing the internet and mobile devices, but about putting in place interventions to reduce the level of risk.

Students will take all reasonable steps to mitigate the risks involved with using the internet and mobile devices, to ensure that users create and access appropriate material. However, due to the enormity of internet content, it is also not possible to guarantee that inappropriate material will never be seen by students, nor is it possible to prevent all concerning contact and conduct, due to the necessity to not over-restrict or inhibit internet use. Students however will take the steps outlined below to reduce the risks as much as possible.

Student Access to the Internet

Procedure for Internet Access

For 6th Form Students:

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1. 6th Form students are permitted to access the internet using either the school's equipment or their own personal devices.
2. When using a school device, students must log in using their own username and password.
3. All internet access will be filtered and monitored through the same system as all other organisational access.

For KS3 and KS4 Students:

Internet Access Restrictions:

KS3 and KS4 students are not permitted to access the internet using personal devices during the school day.

General Guidelines:

All devices used to access the internet must be secure and used responsibly, adhering to the school's acceptable use policy.

Support and Assistance: If students have any concerns or need assistance with internet access, they should contact the IT department.

The level of access for students will be determined through their risk assessment as completed by their teacher / tutor or house manager. Parents and carers will also be asked for their input into the development of such risk assessments and determining any necessary risk management actions.

By default, all students will have limited access, however when a risk assessment has been completed a student's access permissions may change to be more / less restrictive depending on the content of the risk assessment. The IT Services Department needs to be informed of what type of access a student should have.

Risk Assessments

Each student will have a completed risk assessment (see appendix for template) in place regarding access to the internet and use of technology, and this must be reviewed each term. The risk assessment must be personalised for each student, thinking of the specific needs of the student and the risks posed to them.

It is the responsibility of the Key worker in partnership of the Tutor and DSL to ensure that appropriate risk assessments are in place and are reviewed regularly.

These assessments should be shared with relevant persons, including where appropriate the student and their parents/carers to ensure clarity and a unified approach. These risk assessments must balance risk against benefit and not unnecessarily restrict a student's access to digital technology.

The risk assessments need to be approved by the Deputy Head; the school's IT Access Monitor will then advise the IT Provider of the specific access needs of each student. The IT Support Provider will then be able to ensure that each student has access and permissions set up for their user profile.

Web Content Filtering

IMHS is subscribed to LGFL to ensure our web content filters are up to date and effective with the support of the IT Support Provider which is the schools IT support provider. This means that we do not actively block web content ourselves.

We only block content in the following categories on our corporate network:

- Known malicious sites.
- Gambling
- Unsecure shopping sites
- Pornography
- Terrorism and violence
- Adult offensive content
- Bullying

If you find a legitimate web page necessary for your daily tasks that are filtered, you will have the opportunity to request for this page to be unblocked this should be done by emailing the IT Access Monitor who will liaise with the IT Support Provider.

If you plan to use a website as part of a lesson or presentation, check in advance to ensure that the site is not filtered. The IT Support Provider is not always able to respond to unblock requests at short notice and can therefore not guarantee that a site will be available when needed.

If anyone should discover unfiltered content that they deem to be unsafe, malicious, or offensive they should report this to the IT Access Monitor so that this can be added to our web filter.

Staff are asked to inform the IT Access Monitor of any such sites that either need to be explicitly blocked or explicitly allowed we will amend the relevant policies as required after assessment of the site.

Profiles may be changed temporarily as a result of a specific concern or misuse of them by an individual (s). Staff must inform the DSL and the IT team when they have concerns about a student accessing inappropriate and / or harmful material.

The school will take reasonable measures to prevent access to inappropriate materials. However, due to the global nature of the internet and its content, it is not always possible to guarantee that such material will never appear on any computer.

In the event that such materials are accessed, these must be reported to the IT Access Monitor and DSL so that these sites may be added to the filtered list. Certain sites and programmes are deemed as prohibited (due to being illegal) and will not be available to any user.

Web Monitoring

On a weekly basis the DSL will liaise with the IT Support Provider advisor to generate a report of anyone (student, staff, volunteer and visitor) who has or has tried to access sexually explicit material, illegal material or anything that could be attempting to radicalise others.

Where concerns are raised through this, they are then managed under the school's disciplinary procedure. This information is then shared with the Head Teacher.

Staff Training

It is the schools aim to ensure that all staff are trained in understanding online safety within their probationary period. The training will cover the risks and benefit of internet access and technology use and support the staff to know what to do if they are concerned about a student's safety online and how to support students to use the internet and devices safely.

The Trustees and Governors are provided with updates relating to online safety through their safeguarding training.

The DSL's and the entire staffing team will receive regular updates through events and reading materials/guidance relevant to online safety.

The school will also support parents and carers with awareness of online safety so that they can also support their child in a consistent way that helps them to be safe and enjoy using the internet.

Social Networking

Students need to be given advice by staff on security and privacy settings when using social networking sites on their own devices. As persons in a position of trust, staff should never befriend students on social networking sites. Further advice regarding this relationship is available in the Staff Code of Conduct and the School's Safeguarding and Child Protection Policy. Staff must be aware of Students' Social Media Guidance and act within this.

As part of the PSHE curriculum and the Mental Health & Well-being curriculum, students receive lessons on the risks and mitigating the risks of social media platforms, as well as the potential impact on their

mental health and well-being. These lessons are crucial in helping students understand the dangers of social media and how to protect themselves online.

Emerging Technologies

Emerging technologies will be examined for educational benefits and where appropriate, a risk assessment will be formulated before its use is permitted. The appropriate use of learning platforms will be discussed as the technology becomes available within the educational settings, with regular reviews regarding their impact, use and efficacy.

Photography

Staff should read the guidance related to photography.

Staff must only use a school device when taking a photo or a video of a student. Staff must ensure that the necessary consent is in place and that if a student has capacity to agree to a photo / video, their consent has been given. Where consent is given or declined, this information should be recorded on Arbor via the student profile.

Staff must ensure that where photos are taken of students on a school device, these photos are for a clear purpose and that there are no inappropriate photos of students, or photos which could be misinterpreted as inappropriate.

Staff should never take photos on any device of a student in a state of undress, in their underwear or nude.

Staff must also take caution with saving and distributing photos. Photos of students must only be emailed from a school email account and with a clear explanation for why the photos are being distributed, and this must remain within the remit of the consent given. The photos or videos must be stored securely on the school's network or on the schools secure Earwig app.

Mobile Phones

Students Using Mobile Devices in School

- Students in KS3/4 may bring mobile devices into school but are not permitted to use them during the school day.
- As students enter the school premises, they will be greeted by a member of staff stationed at the designated mobile phone hand-in area. Students will be reminded to switch off their mobile phones and hand them in for safekeeping during the school day.
- Sixth Form students are allowed to retain their mobile devices but must use them discreetly and not during learning or lessons.

Mobile Phone Collection:

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- The greetings staff member will provide each student with a labelled container slot to store their mobile phone.
- Students will be asked to place their mobile phones in the provided container area, hand it over to the care staff member.
- The staff member will ensure that each mobile phone is securely stored in a locked safe box.

Record Keeping:

- The staff member will maintain a log or record of all mobile phones handed in, including the student's name and class.
- Any additional items accompanying the mobile phone, such as headphones or chargers, must also be handed to the staff member, and these items will be securely stored for safekeeping and recorded by the staff member.

Retrieval of Mobile Phones at the end of the school Day:

At the conclusion of the school day, students will wait at the designated mobile phone retrieval area in the school foyer.

A staff member will verify the identity of each student and retrieve their mobile phone from the safe box.

Return of Mobile Phones:

- Students will receive their mobile phone from a member of the staff team, checked by an accompanying colleague.
- The staff member will also return any accompanying electronic items to the student.

Any use of mobile devices in school by students must be in line with the acceptable use agreement and our Behaviour & Anti-bullying policy.

Any breach of the acceptable use agreement by a student may trigger further action in line with the school behaviour and antibullying policy.

Please refer to Mobile phone Policy for further information

Appropriate Use

Within the acceptable safe use of technology agreement there is clarification about the expectations and responsibilities of students when accessing the internet and school devices. This information is also conveyed to parents / carers of students when their child commences their placement at the school.

The expectations and responsibilities of staff's use of the internet and devices is incorporated into the Staff Code of Conduct Policy (alongside the e-safety Policy which all staff must sign when they join IMHS. Staff who are found to be using the internet or any mobile devices in an inappropriate, illegal, or harmful way, may be subject to action under the school's disciplinary policy and procedures.

Staff must read and act as per the guidance outlined in the e-safety policy and procedure.

5. ROLES AND RESPONSIBILITIES

All Staff

All staff have a duty of care to our students, all staff must:

- Ensure that they have an up-to-date awareness of online safety matters and the Online Safety Policy and Procedures
- Read, understand, and follow the IT Acceptable safe use agreement.
- Report any concerns about online safety to the Welfare Team
- Help the students they support to understand how to stay safe online.
- Role model safe and positive use of technology and the internet

Teaching, Learning and Welfare Team

The teaching, Learning and Welfare Team are responsible for the day-to-day planning, reviewing and management of the students' education both in and out of the classroom the tutor / teacher and Keyworker for each student must ensure that:

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- A risk assessment for each student is carried out and communicated to all relevant members of staff where appropriate, parents and carers are informed of the outcome of the risk assessment and the impact of this on the student's access is explained.
- Staff in their area are fully aware of their responsibility and how to implement the policy through training and guidance.
- The IT Access Monitor is informed of the outcome of this process and advised as to access requirements for each student.
- Students are supervised and the appropriate services informed of any breaches of the policy.

The DSL is also responsible for Online safety at IMHS

- Developing a safe culture within the school with regards to use of technology
- Being the main point of contact on issues relating to online safety in the school
- Raising awareness and understanding of online safety issues amongst staff and parents and carers
- Keeping up with relevant online safety legislation
- Supporting the Senior Leadership Team to update policies, procedures and training related to online safety.
- In relation to the emphasis on filtering and monitoring systems and standards, there is added clarification that the Designated Safeguarding Lead has chief responsibility for this within the school.

In the absence of the DSL, one of the DDSs will deputise in this role.

Governance

The Local Governing Board have delegated authority from the Trust Board, for scrutiny and annual review of the school's e-safety policies, and for re-issuing them each year following their approval of the board.

IT Support Provider

The role of the IT Support Provider is to ensure that the technical infrastructure is not open to misuse or attack and that the organisation is compliant with online technical requirements. They also work with the Safeguarding Lead to monitor online activity.

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The IT Support Provider is responsible for the day-to-day management of information security activities and responding to Information Security Incidents.

Welfare Team

All suspected concerns regarding the safety and wellbeing of a student, or the worrying behaviour of an adult must be raised with the Welfare Team. Where there is a concern of a student accessing or being at risk of accessing harmful or inappropriate content, or are being abused or harmed through technology, staff must report this immediately to the Safeguarding Lead. They will respond appropriately to all incidents or devolve actions as necessary. In the absence of the DSL, one of the DDSLs or the Deputy Head will deputise in this role.

The Safeguarding Leads works with the IT Support Provider to ensure the monitoring and filtering systems across the site are appropriate and as effective as possible. This includes completing weekly checks of people (staff, students and visitors) who are accessing any illegal or harmful content.

IT Access Monitor

The school will provide access to the ICT facilities for all students based on the outcome of the risk assessment and as advised by the Senior Leadership Team. They will also provide reports on student usage when requested.

Local Governing Board

Local Governing Board has responsibility of monitoring the school's strategy on online safety and are responsible for ratifying the Online Safety Policy and Procedures and monitoring the effectiveness of their implementation the Governing body have also been specified as responsible members for ensuring "all staff undergo safeguarding and child protection training" which includes the new outlines of filtering and monitoring systems. This training should be regularly updated, as in line with KCSIE 2024. The LGB Clerk, Asad Muzammal is responsible for maintaining oversight of this policy.

Visitors

All visitors who wish to access the schools Wi-Fi, will be given a visitor log in to do so. All visitors are provided with an acceptable safe use agreement which they are expected to sign before accessing the Wi-Fi. All online activity across the school's network is then monitored in the same way.

6. INFORMATION GOVERNANCE

The following policies and procedures must be applied by all staff when using IDMT's (Internet Digital and Mobile Technologies):

- Confidentiality Policy and Procedure
- Data Protection Policy and Procedures (GDPR)
- e-Safety Policy and Procedures
- Safeguarding and Child Protection Policy.

These documents specify how information may be used, transferred, or disclosed and can be found on the schools' shared area via Microsoft Teams.

7. REPORTING AND MONITORING

Reports of student activity can be requested from the IT Support Provider. If a student's usage is in question, please notify the IT Access Monitor to prevent them from further usage and request a report for the dates or activity that need to be investigated.

If a student is specifically vulnerable, regular reports can be provided. Please notify the IT Access Monitor of any such requirements and speak to your Line manager about this.

This procedure will be reviewed annually along with the e-Safety Policy by the Governing Body with advice from the IT Support Provider and the DSL. Staff will be asked to evaluate the effectiveness of the procedures whenever they have had occasion to put them into practice as part of their Refresher Safeguarding Training.

8. PROCEDURE FOR MANAGING ONLINE SAFETY CONCERNS

Any online safety concerns from staff, students, volunteers, or parents must be passed on to the DSL or by using the school's platform "My Concern" or the welfare@inmikardo.com email address, immediately as per the Students Safeguarding Procedures.

A member of the safeguarding Team will then liaise with external agencies where necessary:

- The police where illegal activity is involved (e.g., child sexual abuse images or adult material which breaches legislation)

- Children's Social Care where a referral needs to be made due to a child's vulnerability.
- Adult's Social Care where a referral needs to be made due to an adult's vulnerability.
- the Local Authority Designated Officer (LADO) if the alleged perpetrator is a professional
- parents/carers where appropriate
- Action Fraud- the National Fraud and Cybercrime Reporting Centre

Evidence related to the concerns may need to be secured and so equipment may need to be taken temporarily for this purpose.

9. USEFUL RESOURCES

The following resources can be used to educate students and staff on the safe use of the internet and internet related technologies:

1. [ThinkUKnow](#) - Resources for Teachers, Parents and Young People
2. [CEOP](#) - Child Exploitation and Online Protection Centre
3. [Internet Watch Foundation](#)
4. [UK Council for Child Internet Safety](#) (UKCCIS)
5. [Childnet International](#)
6. [UK Safer Internet Centre](#)
7. [Parent Info](#)
8. [Parentzone](#)
9. [Kidsmart](#)
10. [Mencap- Parent's guide to internet safety](#)
11. <https://www.lgfl.net/online-safety>
12. [Parents Protect- a guide for parents](#)
13. [Young Minds](#)
14. [Childline - 0800 1111](#)
15. [Action Fraud](#)

16. [The professionals Online Safety Helpline \(POSH\)](#)

17. <https://www.jisc.ac.uk/full-guide/internet-safety>

Other information

APPENDIX 1- TYPES OF ONLINE RISKS

Cyber Bullying

It is essential that young people, professionals, parents / carers understand how cyber bullying differs from other forms of bullying, how this can affect young people and what can be done to combat this form of abuse. Cyber bullying is just as harmful as bullying in the 'real' world and clear procedures should be in place to support the victim as well as respond to and manage the perpetrators actions. Students has Anti Bullying Guidelines which provide more information about this.

It must be understood that as cyber bullying can happen 24 hours a day, 7 days a week, 365 days a year and at any time of the day or night, it differs from 'real world' bullying as the victims cannot escape or find respite as it invades places that would ordinarily be safe and private spaces. This also means it is more likely than 'real world' bullying to go unseen.

According to research on cyberbullying in the UK from 2009, one third of 11–16-year-olds had been targeted, threatened, or humiliated online, with the highest rates reported amongst 9–12-year-olds. Children with special educational needs were sadly 16 times more likely to be the subjects of persistent bullying,

Those who participate in online bullying often use groups of friends to target their victims. An action as innocent as adding derogatory comments to another person's photograph could rapidly spiral out of control and young people may not realise that their actions constitute bullying. The following are the most commonly reported ways in which bullying occurs:

- Email – Can be sent directly to an individual or group of people to encourage them to participate in the bullying and can include derogatory comments or harassment or examples of homophobia, racism, sexism, or other forms of prejudice either by message or image. Something originally meant to be a joke can soon escalate out of control.
- Instant Messaging / Chat Rooms – Messages can be sent directly to an individual or group of people who can then be included in the conversation. Again, conversations can easily escalate out

of control. People are not always who they say they are and can approach young people with the intention of grooming them. Young people may be asked to send inappropriate or explicit photos of themselves to someone who they are unaware is an abuser.

- Social networking sites – Anonymous profiles can be set up on social networking sites to make fun of someone and each person contributing to these pages can soon worsen the problem. Inappropriate and threatening comments and images can also be posted and circulated about individuals without their consent. People are not always who they say they are on social networking sites and can approach young people with the attention of grooming them.
- Mobile phone – Anonymous and abusive or age-inappropriate text or video messages, photo messages and phone calls can be shared via mobile phones. This also includes the sharing of videos of physical and sexual attacks (which is a criminal offence) on individuals. Many mobile phones have access to the internet and so this creates a risk of accessing inappropriate or harmful content, and many people download applications to their mobile phone which can mean sensitive information is shared and people can often spend money unknowingly.
- Interactive gaming - Games consoles allow players to chat online with anyone they find themselves matched with in a multi-player game. Sometimes cyber bullies abuse other players and use threats. Children and young people can also be groomed via gaming. They can also lock victims out of games, spread false rumours about someone or hack into someone's account.
- Sending viruses – Viruses or hacking programs can be sent by one person to another in order to destroy their computers or delete personal information from their hard drive.
- Abusing personal information – Personal and sensitive information (including videos and photographs) could be uploaded onto the internet without the victim's permission.
- Social networking sites such as Facebook make it very simple for other users to obtain personal information and photographs of others. They can also get hold of someone else's messaging accounts and chat to people pretending to be the victim.

Although cyber bullying itself cannot physically hurt a person, it can leave a young person mentally vulnerable, frightened and lonely and seemingly very difficult to escape from, particularly when this occurs in their own home and can lead to the bullied victim causing harm to themselves, which in some cases may lead to suicide.

It is important that staff are clear with students about expected conduct whilst in education and at home, and that bullying behaviour is unacceptable and will be dealt with seriously by the organisation.

Trolling

Trolling is recognised as deliberately inflicting hatred, bigotry, racism, misogyny, or just simple bickering between others. People who partake in 'trolling' are referred to as 'trolls'. They use any environment where they are allowed to make public comments, such as blog sites, social networks (like Facebook® and Twitter®), news sites, discussion forums, and game chat.

Trolling and cyberbullying are sometimes used to mean the same thing, but they are a little different. Cyberbullies target someone and repeatedly attack them, while trolls set out to annoy whoever they can. Trolls want to provoke a reaction or response and it's often not a personal attack because they do not care who their victim is.

People engaging in Internet trolling are immediately committing an offence under the Malicious Communications Act, however the difficulty is in identifying the troll.

People can protect themselves against trolling by:

- Ignoring the troll, do not respond to nasty, immature or offensive comments -giving trolls the attention they want only gives them more power
- Blocking the troll, take away their power by blocking them and if they pop up under a different name, block them again
- Reporting trolls to website administrators and if they appear again under a different name, report them again.

Fraud and Cyber Crime

There are many words used to describe fraud: scam, con, swindle, extortion, sham, double-cross, hoax, cheat, ploy, ruse, hoodwink, confidence trick, fraud can be committed against individuals or businesses.

Cyber-crime is any criminal act dealing with computers and networks (called hacking)
Additionally, cyber-crime also includes traditional crimes conducted through the Internet.

Children and young people can be more at risk from fraud and cybercrime due to being unaware of such risks and also being naïve to other's sinister intentions. People with learning disabilities can therefore also be very vulnerable to such crime, and it is important that we help educate those that we support to be more aware of the risks and how to avoid them.

Indecent images of children

As an integral component of the curriculum, students partake in regular PSHE lessons and MHWB sessions. These sessions are strategically designed to serve as a preventative, mitigating, educative, and pro-active approach to safeguarding within our school setting.

Within these structured sessions, students engage in comprehensive discussions and activities aimed at fostering a deep understanding of various pertinent issues, including but not limited to, safeguarding against exploitation and harm. One such critical topic is the awareness and understanding of the risks associated with the proliferation of indecent images of children, predominantly perpetrated by adults.

Through a combination of age-appropriate discussions, interactive exercises, and access to relevant resources, students are sensitively guided to comprehend the complexities surrounding this issue. Specifically, they explore the fact that while the majority of indecent images of children, defined as those under 18 years old, are generated by adults, there are instances where children and young people themselves may inadvertently contribute to this concern by capturing and sharing images or videos of themselves.

The schools PSHE/MHWB sessions equips students with the knowledge, skills, and attitudes necessary to recognise, resist, and report any form of exploitation or inappropriate behaviour. Furthermore, these sessions are designed to empower students to develop a strong sense of self-respect, digital resilience, and healthy boundaries.

Youth produced sexual imagery includes:

- A person under the age of 18 creating and sharing an image of themselves to a peer under the age of 18

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- A person under the age of 18 sharing a sexual image created by another person under the age of 18 or an adult
- A person under the age of 18 being in possession of sexual imagery created by someone under the age of 18

Young people create sexual imagery of themselves due to taking risks and pushing boundaries as they become more sexually and socially aware and often, through peer pressure. With the prevalence of smart phones with cameras and internet access and the use of Bluetooth technology, images can be shared quickly and easily before young people have the opportunity to consider their actions and the consequences of these.

Sharing images in this way is colloquially known by the term 'sexting' and it can have extremely damaging effects. In the US, a number of young people have committed suicide after images taken of them by previous partners were posted on social networking sites. It is also estimated in a recent Internet Watch Foundation study that 88% of self-taken youth produced sexual images, had been taken from their original location and uploaded elsewhere. An image on the internet has no natural lifespan; once posted an image may be copied by many others including those who may be predatory abusers and will have permanence on the internet.

It can be difficult to distinguish between youth produced sexual imagery resulting from grooming or facilitation by adult offenders who have a sexual interest in children, from the images that result from children and young people simply pushing boundaries and experimenting with their friends.

Crimes involving child abuse images fall under Section 1 of the Protection of Children Act 1978, as amended by section 45 of the Sexual Offences Act 2003 to extend the definition of children from under 16s to under 18s. It is a crime to take, make, permit to take, distribute, show, possess, possess with intent to distribute, or to advertise indecent photographs or pseudo-photographs of any person below the age of 18.

Therefore, youth produced sexual imagery is also illegal, however guidance from the UK Council for Child Internet Safety offers guidance on how to handle such situations in a proportionate way, without criminalising children.

It is important that a safeguarding approach is taken when youth produced sexual imagery is found. Students will treat the matter as any other safeguarding concern and will speak to Children's Social Care or Adult's Services to make a referral so that the issue can be dealt with at an early stage. The police may need to be involved if a crime is suspected to have taken place.

'Revenge Pornography'

The Criminal Justice and Courts Act (2015) criminalised so-called revenge pornography. This is defined as "disclosing private sexual photographs and films with intent to cause distress" (CJCA 2015 s33 (1)). The

offence applies both online and offline and to images which are shared electronically or in a more traditional way so includes the uploading of images on the internet, sharing by text and e-mail, or showing someone a physical or electronic image.

Although traditionally revenge pornography is identified as something that occurs by two people that are in or have been in a physical relationship, it should also be recognised that sometimes this is happening through the virtual world where people are groomed by strangers who then coerce or blackmail the individual in to providing self-taken sexual imagery. Young people need to be supported to recognise the risks of being approached by strangers on social media and through phishing emails, and to understand what they should do and how they should act if this happens.

It is also important that all young people understand the risks of someone taking an indecent photo or video of them, regardless of their age, and that they are supported to make an informed decision about whether to allow this to happen. If staff become aware that a student has been the victim or perpetrator of 'revenge pornography', this must be reported as a safeguarding concern. The school's curriculum plays a vital role in supporting students by providing education and guidance on these risks and promoting individualised strategies to help students protect themselves via PSHE lesson's and MHWB sessions.

Grooming

Grooming is defined as "a process by which a person prepares a child, significant adults, and the environment for the abuse of this child. Specific goals include gaining access to the child, gaining the child's compliance, and maintaining the child's secrecy to avoid disclosure."

It is well documented that perpetrators of abuse will attempt to contact children or adults at risk using the internet. In this way, the perpetrator's contact is faceless. They can pretend to be anyone they want to be in order to attract the child's attention and interaction, and after doing so will use this trust in order to try and sexually abuse or exploit the child.

One of the issues is that when children and young people communicate via the internet, they are less inhibited and will often share a lot more information than they would when meeting someone face to face.

The Serious Crime Act (2015) introduced an offence of 'sexual communication with a child'. This applies to any adult who communicates with a child where the communication is sexual or where it intends to elicit a sexual response from the child and whereby the adult believes the child to be under 16 years of age. The Act also amended the Sex Offences Act (2003) so it is illegal for an adult to arrange to meet with someone under 16 years old having communicated with them on one occasion or more.

APPENDIX 2

FAQs

Q1a. Is it OK for me to add students as friends on Social Networking sites?

A1a. No.

The information available on these sites can blur the professional boundaries and lead to inappropriate relationships or boundaries being formed. This also applies to former students. Any staff member found to be in breach of this guidance will be subject to a disciplinary hearing. Staff should ensure that their security settings on social networking sites protect their information from being accessed by students or former students.

If a student/s is using social networking as part of their curriculum, then staff should support them through separate and approved accounts which are set up for this purpose.

These procedures must be read in conjunction with the school's e-Safety policy.

Useful question and answers for staff

Q1b. Is it OK for me to add students' parents as friends on Social Networking sites?

A1a. No.

As above, the information available on these sites can blur the professional boundaries with parents and lead to inappropriate relationships and boundaries being formed. If a staff member already has a personal relationship with a student's parents before joining Students, then the staff member should disclose this to their manager so that they are aware.

Q2. Can I use my personal mobile phone or camera to photograph or video students I work with?

A2. No.

Any photographic or video images should always be recorded and stored on equipment belonging to the school and only used for the purposes that written consent has been given for. Once stored in the appropriate place within Students, the images must then be destroyed/deleted.

Q3. I am concerned regarding a colleague's comments/ behaviour on social media. What should I do?

A3. If the comments have been made whilst your colleague was at work or if the comments refer to work, you should speak to your line manager or the Head Teacher in the first instance.

Please also refer to the schools Safeguarding and Whistleblowing Procedures.

Q4. Can I connect my own personal device to school's Wi-Fi network?

A4. Yes, you can. However, staff are expected to use this in a responsible manner. Its use is monitored by the IT Support Provider and misuse or failure to adhere to *Acceptable Use Guidelines* may result in access being suspended/ removed.

Q5. I have received an email from an unknown source. What should I do?

A5. If the email is not from a school email address or not from someone you have shared your email address with then it is best to assume that the email is potentially harmful or malicious. The school's security filter picks up on most SPAM or malicious emails, however, on occasion some may get through. If you have any concerns, it is safest just to delete the email.

Q6. Should a student over 18 have access to explicit adult content?

A6. Sometimes- it depends on the individual student. Accessing pornography is legal from the age of 18. However, it is recognised that for some young people with a lesser developmental age to their chronological age, this may be harmful.

It is important that students are appropriately educated in safe navigation of the internet. Students who have access to this away from school, should have appropriate education on the topic and understand that this may be offensive to some people.

Q7. What is inappropriate material?

A7. Inappropriate is a term that can mean different things to different people. It is important to differentiate between 'inappropriate and illegal' and 'inappropriate but legal'. All staff should be aware that in the former case investigation may lead to criminal investigation, prosecution, dismissal, and barring. In the latter it can still lead to disciplinary action, dismissal and barring even if there is no criminal prosecution.

Illegal

Possessing or distributing indecent images of a person under 18 – and viewing such images on-line may well constitute possession, even if not saved. The police have a grading system for different types of indecent image. Remember that children are harmed and coerced into posing for such images and are therefore victims of child sexual abuse.

Images that depict the following are also illegal:

- Bestiality (sexual activities with animals)
- Necrophilia (sexual activity with dead people)
- Acts which threaten a person's life
- Acts which result in or are likely to result in serious injury to a person's anus, breasts or genitals.

Hate/Harm/Harassment

General: There is a range of offences to do with inciting hatred on the basis of race, religion, sexual orientation etc.

Individual: There are offences to do with harassing or threatening individuals – this includes cyberbullying by mobile phone, social networking sites etc. It is an offence to send indecent, offensive, or threatening messages with the purpose of causing the recipient distress or anxiety.

Inappropriate

Think about this in respect of professionalism and being a role model. The scope here is enormous, but bear in mind that actions outside of the workplace that could be so serious as to fundamentally breach the trust and confidence placed in the employee may constitute gross misconduct.

Examples taken from real events:

- Posting offensive or insulting comments about the school on Facebook
- Accessing adult pornography on a school computer
- Making derogatory comments about students or colleagues on social networking sites
- Contacting students by email or social networking
- Trading in sexual aids, fetish equipment or adult pornography

Q8 How can I use ICT appropriately to communicate with young people?

A8. Staff should not use their personal emails or phone numbers to communicate with students. Staff should use the school's technology for this purpose and ensure the tone is professional and cannot be misinterpreted. Staff must only communicate with students via the school's email account.

APPENDIX 3- Online Safety Risk Assessment Template

This is a template and must be adapted to each individual student.

	Risk Assessment	Risk Indicator				Safety Actions	Risk Indicator			
	Student Access to the Internet on notebook, phone, and PC.	<i>(Before Safety Actions)</i>					<i>(After Safety Actions)</i>			
Hazards	Risk	L	M	H	Risk		L	M	H	Risk
Disclosure of personal data e.g., real name, dob, addresses, tel no's, financial details, email address to strangers.	Exposure to danger from harmful contact with inappropriate others Grooming Stalking Cyberbullying (either victim or instigator) Cyber crime Fraud					Individual internet access assessment for student Acceptable use protocol/agreement to be read and signed by the student. Instruction on safe behaviour online to be provided in MHWB sessions and student meetings. Staff to support when internet is being used.				

Online Cyber Safety Procedures:
Reviewed by Lisa Tharpe: May 2024
Next Review: Date September 2024

<p>Limited understanding of the dangers involved in accessing the internet.</p>	<p>Exposure to harmful and/or illegal material or activities from others as above.</p> <p>Cyber Crime Exploitation</p> <p>Trolling</p>				<p>The school filtering systems in place to prevent access to illegal or harmful sites.</p> <p>Staff to support when using mobile device and divert student if inappropriate content is accessed.</p> <p>Staff to report to IT Access Monitor/DSL if this happens.</p>				
<p>Inadvertently watching inappropriate content whilst accessing You Tube</p>	<p>Emotional harm</p>				<p>Staff to always supervise when student is using You Tube.</p> <p>Staff to turn off any video that starts on You Tube, that is inappropriate-sexual content, profanity, or violence.</p>				
<p>Vulnerability to scams and/or phishing</p>	<p>Cyber Crime</p> <p>Fraud</p> <p>Exploitation</p>				<p>Guidance provided by staff to make students aware of scams and phishing. Risks explained in student meeting.</p> <p>Vulnerability to scams/phishing to be considered as part of the individual access assessment and further filtering to be put in place by putting in a request to the IT Support Provider.</p>				

Online Cyber Safety Procedures:
Reviewed by Lisa Tharpe: May 2024
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<p>Agreement to meet an individual who student has met online.</p>	<p>Exposure to the risk of personal harm</p>				<p>Support and education around safety measures.</p> <p>Student’s capacity must be assessed if it is believed they do not have capacity to make this decision to meet someone.</p> <p>Vulnerability to make such an arrangement to be considered as part of the individual access assessment.</p>				
<p>Individual student memory problems</p>	<p>Failure to recall the risks and dangers of online safety.</p> <p>Exposure to harm and risks of harm as above as above.</p>				<p>Regular review of access during lessons.</p> <p>Supervision when online.</p> <p>Posters in Digital Media/PSHE room to remind student of online safety rules.</p>				

Online Cyber Safety Procedures:
Reviewed by Lisa Tharpe: May 2024
Next Review: Date September 2024

<p>Unsolicited contact from strangers</p>	<p>Cyberbullying Grooming Exploitation Cyber crime</p>				<p>Staff to ask student about how they use the internet, what social networking sites are accessed, what games they play and what apps they have. This will help to create an open culture where staff can enquire about the student's use and offer support around this.</p> <p>Staff to discuss with student, what to do if someone they have never met face to face, contacts them, or what to do if they see something that worries them.</p>				
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Reviewed by Lisa Tharpe: May 2024
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