



Stocksbridge Nursery Infant School



Online Safety Policy

Policy reviewed: July 2021
Policy review date: July 2022



School:	<i>Stocksbridge Nursery Infant Scgool</i>	
Author:	<i>Ruth Heavens</i>	<i>Assistant Headteacher/ esafeguarding lead</i>
Accountable Head:	<i>Jane Townsend</i>	<i>Headteacher</i>
Approved by (Governing Body/Governors Sub Committee):	<i>Name: Kath Clark Safeguarding Link Governor</i>	<i>Signature:</i>
Date of Approval:	<i>Insert date here:</i>	
Monitoring and Revision due:	<p><i>The online safety policy will be reviewed annually. It will also be reviewed to align with national, regional and local legislative or statutory changes.</i></p> <p><i>The next anticipated review date will be: Oct 2022</i></p>	

Policy Overview:
<p>The purpose of this policy is to safeguard and protect all members of <i>Stocksbridge Nursery Infant School</i> online community by providing a framework to promote and maintain a safe, effective and responsive online safety culture. The policy is applicable to all members of <i>Stocksbridge Nursery Infant School</i>. This includes staff, students and pupils, volunteers, parents/carers, visitors and community users who have access to and are users of <i>Stocksbridge Nursery Infant School</i> digital technology systems, both internally and externally.</p>

References:
<p><i>Include / amend / delete references as changes in legislation / guidance dictates.</i></p> <p>Department for Education (DfE) (2019a) Keeping Children Safe in Education: statutory guidance for schools and colleges. London: DfE.</p> <p>Department for Education (DfE) (2019b) Teaching online safety in school: guidance supporting schools to teach their pupils how to stay safe online, within new and existing school subjects. London: DfE.</p> <p>Department for Education (DfE) (2018) Working together to safeguard children. London: DfE</p> <p>Department for Education (2014) Cyberbullying: Advice for headteachers and school staff. London: DfE.</p> <p>Children Act 1989</p> <p>Children Act 2004</p> <p>Communications Act 2003</p>



Computer Misuse Act 1990

Criminal Justice and Courts Act 2015

Data Protection Act 1998

Data Protection Act 2018

Education Act 2011

Education and Inspections Act 2006

Freedom of Information Act 2000

Malicious Communications Act 1988

Serious Crime Act 2015

Voyeurism (Offences) Act 2019

This policy links with other policies and practices

Include all policies with relevance, for example:

- *Allegation management / Whistleblowing*
- *Anti-bullying*
- *Acceptable Use Policies (AUP)*
- *Behaviour and discipline policy*
- *Child protection policy*
- *Code of conduct / staff behaviour*
- *Complaints policy*
- *Confidentiality and data protection policy*
- *Curriculum policies*
- *Use of images policy*

Disclaimer

Every effort has been made to ensure that the information contained within this policy is up to date and accurate and reflective of the latest legislative and statutory guidance. If errors are brought to our attention, we will correct them as soon as is practicable.



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1. Introduction

Online safety in schools is of paramount importance. As the online world evolves, so do both the online harms and risks facing our children and the relevant legislation, both statutory and non-statutory, which directs and guides how schools should meet their online safety requirements.

School staff and governors play a vital role in setting an example for the whole school and are central to implementing policy and process. It is imperative that a whole school community approach to online safety is adopted and that all stakeholders are aware of their responsibilities and duties in relation to keeping children safe online. This will support a robust online safety ethos and ensure that schools are providing the best online safety provision they possibly can.

This policy is applicable to all members of *Stocksbridge Nursery Infant School*. This includes, staff, students and pupils, volunteers, parents/carers, visitors and community users who have access to and are users of the *Stocksbridge Nursery Infant School* digital technology systems, both internally and externally within the home and community setting.

2. Online Safety School Statement

Stocksbridge Nursery Infant School asserts that online safety is an essential element of safeguarding and duly acknowledges its statutory obligation to ensure that all learners and staff are protected from potential online harm.

Stocksbridge Nursery Infant School believes that the internet and associated devices are an integral part of everyday life

Stocksbridge Nursery Infant School affirms that all learners should be empowered to build resilience and to develop strategies to recognise and respond to online risks.

3. Policy Scope

Online safety is an omnipresent topic which requires recurrent regulatory review and places a stringent duty of care on us all. This policy supports schools in meeting statutory requirements as per the DfE guidance under KCSiE (2019), Working together to safeguard children (2018) and non-statutory guidance, Teaching online safety in schools (2019). Effective, timely and robust online safety is fundamental to protecting children and young people in education and it is a significant part of the safeguarding agenda.

High quality online safety provision requires constant vigilance and a readiness to act where abuse, exploitation or neglect is suspected. The landscape of safeguarding is constantly evolving, and educational establishments must endeavour to embrace and shape their key priorities in support of this. Education has a vital role to fulfil in protecting children and young people from forms of online abuse whilst demonstrating a concerted obligation to respond with haste and flexibility to concerns as they arise. Above all, all staff must foster dedication to ensuring that they listen to the voices of the vulnerable and act upon what is heard. Safeguarding is everyone's responsibility.

Defining online abuse: "*Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones*" (NSPCC, 2019).

Hidden harms – types of online abuse may include:

- Cyberbullying



- Emotional abuse
- Grooming
- Sexting
- Sexual abuse
- Sexual exploitation

The types, patterns and different circumstances of significant harm and abuse should be considered within the categories identified for children in the Children Act 1989 / 2004. These are:

- Neglect
- Sexual
- Physical
- Emotional

Technology can facilitate a world of learning and development in addition to help yield a range of opportunities. However, the stark reality is that it can also present a window to potential and actual harm and abuse. It can elicit and support an array of illegal abusive behaviours including, but not limited to:

- harassment
- stalking
- threatening behaviour
- creating or sharing child sexual abuse material
- inciting a child to sexual activity
- sexual exploitation
- grooming
- sexual communication with a child
- causing a child to view images or watch videos of a sexual act.

This policy should be read alongside the relevant policies relating to safeguarding of children and in addition to the associated statutory legislation and guidance as stipulated on page 1-2 of this policy.

4. Roles and Responsibilities

The following section outlines the online safety roles and responsibilities of all stakeholders across the online community within *Stocksbridge Nursery Infant School*.

4.1 Teachers and Staff

All members of school staff (teaching and non-teaching) have a responsibility to protect children online. This includes every member of staff who works at the school; headteacher, teachers, substitute teachers, work-experience staff, office staff, nurses, caretakers, cleaners, etc. All teachers and staff must always act in accordance with their own professional boundaries, upholding professional behaviour and conduct at all times.

All school staff need to:

- Be aware of and adhere to all policies in school which support online safety and safeguarding.
- Contribute to policy development and review.



- Support in the ownership and responsibility for the security of systems and the data accessed.
- Model good practice when using technology.
- Know the process for making referrals and reporting concerns.
- Know how to recognise, respond and report signs of online abuse and harm.
- Receive appropriate child protection training.
- Always act in the best interests of the child.
- Be responsible for their own continuing professional development in online safety.

4.2 Governors and Senior Leadership Team

A governor's role for online safety in a school should include, but is not limited to:

- Upholding online safety as a safeguarding issue which is embedded across the whole school culture.
- Ensuring that children are provided with a safe environment in which to learn and develop.
- Ensuring that the school has appropriate filters and monitoring systems in place.
- Ensuring the school has effective policies and training in place.
- Carrying out risk assessments on effectiveness of filtering systems.
- Auditing and evaluating online safety practice.
- Ensuring there are robust reporting channels.

4.3 Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (Deputy DSL)

With respect to online safety, it is the responsibility of the DSL to:

- Ensure children and young people are being appropriately taught about and know how to use the internet responsibly.
- Ensure teachers and parents are aware of measures to keep children safe online through relevant training provision.
- Take responsibility for all safeguarding matters, including online safety.
- Collaborate with the senior leadership team, the online safety lead and computing lead.
- Facilitate effective record keeping and the reporting and monitoring of all online safety concerns.
- Promote online safety and the adoption of a whole school approach.
- Maintain own training and learning needs, ensuring they are up to date with all matters relating to online safety.

4.4 Children and Young People

With respect to online safety in your school, children need to:

- Know who the DSL is.
- Engage in age appropriate online safety education opportunities.
- Contribute to policy development and review.
- Read and adhere to online safety policies.
- Respect the feelings of others, both off and online.
- Take responsibility for keeping themselves and others safe online.
- Where and how to find help with any online incidents or concerns.
- How, when and where to report concerns and when to seek help from a trusted adult.



The UKCCIS 'Education for a Connected World' framework aims to equip children and young people for digital life. It covers:

- Self-image and identity
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, wellbeing and lifestyle
- Privacy and security
- Copyright and ownership

4.5 Parents and Carers

Parents and carers need to understand the risks that children face online to protect them from online dangers. Parents need to:

- Read and adhere to all relevant policies.
- Be responsible when taking photos/using technology at school events.
- Know who the school DSL is.
- Know how to report online issues.
- Support online safety approaches and education provision.
- Be a role model for safe and appropriate behaviour.
- Identify changes in children's behaviour that could indicate they are at risk of online harm or abuse.

5. Education and Training

Safeguarding activity across the United Kingdom (UK) continues to intensify in volume and intricacy with national influences relating to political uncertainty, a rise in poverty, an increase in the ageing population, sustained funding pressures and increased demand for child and adult services.

Furthermore, a commitment to ensuring the provision of an integrated and highly robust safeguarding service for all ages is essential. Effective online safety provision and promotion of the welfare of children and young people relies upon constructive relationships that are conducive to robust multi-agency partnership working. This can only be effective when all staff are knowledgeable, confident and equipped with the skills to deal with processes and procedures when concerns arise relating to online abuse or harm.

Online safety has a high emphasis on a competent well-established workforce, up to date policies and procedures, robust governance arrangements and collaborative practices. Types of online risk usually fall under one of three categories:

Contact: Contact from someone online who may wish to bully or abuse the child. This could also include online grooming, online harassment or activities of a commercial nature, including tracking and harvesting person information.

Content: Inappropriate material available to children online including: adverts, spam, sponsorship, personal info, violent or hateful content, pornographic or unwelcome sexual content, biased materials, racist materials, and misleading information or advice.



Conduct: The child may be the perpetrator of activities including: illegal downloading, hacking, gambling, financial scams, bullying or harassing another child. They might create and upload inappropriate material or provide misleading information or advice.

5.1 Learners

Stocksbridge Nursery Infant School will promote safe and responsible internet use:

- Education regarding safe and responsible use and access of the internet.
- Include online safety in Personal, Social, Health and Economic (PSHE) education, Relationships and Sex Education (RSE) and Information Computer Technology studies.
- Reinforce online safety messages as a continuum.

Stocksbridge Nursery Infant School will support learner's understanding based on age and ability:

- Acceptable use posters in all rooms with internet access.
- Informing all learners of monitoring and filtering in place.
- Implement peer education strategies.
- Provide continuous training and education as part of their transition across key stages.
- Use alternative, complementary support where needed.
- Seeking learner voice.

5.2 Vulnerable Learners

Vulnerable children who need our help the most are not only missing out on opportunities to flourish online but are often experiencing the very worst that the online world can be. Over 2 million children in England are living in families with complex needs. Many children are living in families with domestic abuse, parental substance abuse and mental health problems.

Stocksbridge Nursery Infant School recognises that some learners are more vulnerable due to a range of factors. Those children may be:

- Receiving statutory care or support.
- Known to have experienced specific personal harm.
- With a disability, ill-health or developmental difficulties.
- In households or families with characteristics or locations that indicate higher potential likelihood of current and future harm.
- Vulnerable or of concern by virtue of their identity or nationality.
- At risk in relation to activity or institutions outside the home.
- Caring for others.

Stocksbridge Nursery Infant School will ensure the effective and safe provision of tailored online safety education.

Stocksbridge Nursery Infant School will obtain input and advice from specialist staff as deemed necessary.

5.3 Staff

Stocksbridge Nursery Infant School will:

- Ensure provision of robust policies and practices as part of induction and ongoing training provision.



- Provide up to date online safety training at least annually or more in line with legislative and statutory changes and/or online safety incidents arising.
- Ensure training will include recognition of risks and responding to concerns.
- Inform of monitoring and filtering processes.
- Make staff aware that their online conduct outside of work can impact upon their professional role and responsibilities.
- Advise of appropriate resources.
- Ensure that all staff are aware of procedures to follow in recognising, responding and reporting online safety concerns.

5.4 Parents and carers

Stocksbridge Nursery Infant School will:

- Recognise and cultivate the essential role parents and carers have in fostering safer online safety practices in children and young people.
- Ensure provision of resources, support and advice.
- Ensure provision and adherence to online safety policies and other policies of relevance.
- Advise of how and when to raise concerns.
- Provide details of all relevant contacts (for example, the DSL).

6. Cultivating a safe environment

“All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs” (DfE, 2019).

Children should be educated in an age-appropriate way around:

- ✓ How to evaluate what they see online
- ✓ How to recognise techniques for persuasion
- ✓ Their online behaviour
- ✓ How to identify online risks
- ✓ How and when to seek support

6.1 Evaluate: How to evaluate what they see online

This will enable *students* to make judgements about what they see online and not automatically assume that what they see is true, valid or acceptable.

Stocksbridge Nursery Infant School will help *students* to consider questions including:

- Is this website/URL/email fake? How can I tell?
- What does this cookie do and what information am I sharing?
- Is this person who they say they are?
- Why does someone want me to see this?
- Why does someone want me to send this?
- Why would someone want me to believe this?



6.2 Recognise: How to recognise techniques used for persuasion

This will enable *students* to recognise the techniques that are often used to persuade or manipulate others. A strong grasp of knowledge across many areas makes people less vulnerable to these techniques and better equipped to recognise and respond appropriately to strongly biased intent or malicious activity.

Stocksbridge Nursery Infant School will help *students* to recognise:

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

6.3 Online Behaviour

This will enable *students* to understand what acceptable and unacceptable online behaviour looks like. *Stocksbridge Nursery Infant School* will teach students that the same standard of behaviour and honesty applies online and offline, including the importance of respect for others. *Stocksbridge Nursery Infant School* will also teach students to recognise unacceptable behaviour in others.

Stocksbridge Nursery Infant School will help students to recognise acceptable and unacceptable behaviour by:

- Looking at why people behave differently online. For example, how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do.
- Looking at how online emotions can be intensified resulting in mob mentality.
- Teaching techniques (relevant on and offline) to defuse or calm arguments (for example, a disagreement with friends) and disengage from unwanted contact or content online; and
- Considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that would never be tolerated offline.

6.4 Identify: How to identify online risks

This will enable *students* to identify possible online risks and make informed decisions about how to act. This should not be about providing a list of what not to do online. The focus should be to help *students* assess a situation, think through the consequences of acting in different ways and decide on the best course of action.

Stocksbridge Nursery Infant School will help *students* to identify and manage risk by:

- Discussing the ways in which someone may put themselves at risk online.
- Discussing risks posed by another person's online behaviour.
- Discussing when risk taking can be positive and negative.
- Discussing "online reputation" and the positive and negative aspects of an online digital footprint. This could include longer-term considerations; i.e. how past online behaviours could impact on their future when applying for a place at university or a job for example.



- Discussing the risks vs the benefits of sharing information online and how to make a judgement about when and how to share and who to share with.
- Asking questions such as what might happen if I post something online? Who will see it? Who might they send it to?

6.5 How and when to seek support

This will enable *students* to understand safe ways in which to seek support if they are concerned or upset by something they have seen online.

Stocksbridge Nursery Infant School will help *students* by:

- Helping them to identify who trusted adults are.
- Looking at the different ways to access support from the school, police, the National Crime Agency's Click CEOP reporting service for children and 3rd sector organisations, such as Childline and the Internet Watch Foundation. This should link to wider school policies and processes around reporting of safeguarding and child protection incidents and concerns to school staff (see Keeping Children Safe in Education).
- Helping them to understand that various platforms and apps will have ways in which inappropriate contact or content can be reported.

7. Responding to Online Safety Concerns

The safety of the child and young person is of paramount importance. Immediate action may be required to safeguard investigations and any other children and young people. Any concern that children and young people may be at risk of harm or abuse must immediately be reported. Reputational issues must be managed appropriately by discussion with the relevant communications team.

Online safety is recognised as part of the education settings safeguarding responsibilities – the DSL should take lead responsibility for online safety concerns which should be recorded and actioned. Children and young people will be enabled (at a level appropriate to their age and ability) to share online concerns. The child protection policy for *Stocksbridge Nursery Infant School* includes procedures to follow regarding online safety concerns.

Remember:

- Child welfare is of principal concern – the best interests of children take precedence.
- If there is any immediate danger, contact the police on 999.
- Refer to all appropriate agencies as per *Stocksbridge Nursery Infant School* local process.
- Always adhere to local safeguarding procedures and report to the DSL and Headteacher within Look Local.

8. Responding to Complaints

There are a number of sources from which a complaint or allegation might arise, including those from:

- A child or young person
- An adult
- A parent/carer
- A member of the public (including a friend or relative)



- A colleague

There may be up to three components in the consideration of an allegation:

- A police investigation of a possible criminal offence.
- Enquiries and assessment by children’s social care or adult social care relating to whether a child, young person or adult at risk is in need of protection or services.
- Consideration by an employer of disciplinary action in respect of the individual (including suspension).

It is also the responsibility of the member of staff to inform their line manager if they are being investigated in relation to children, young people or adults at risk with respect to protection concerns outside of work. They should also report if their own children/stepchildren/children they are living with become subject to child protection matters or an adult related to them or living with them become subject to adult protection matters. The line manager must report this to the DSL and Head Teacher (if DSL is not the Head Teacher).

Refer to other key relevant policies for processes to follow *Stocksbridge Nursery Infant School: all safeguarding policies, RSE Policy, PSHE Policy.*

9. Monitoring and Compliance

Monitoring Requirements	For example: Analysing incident logs Checking planning for online safety lessons Student, pupils, parents and carers questionnaires Evaluations
Monitoring Method	Planning scrutiny, classroom learning walks, lesson observations, pupil & parent questionnaires
Monitoring Prepared by	Online Safety Lead
Monitoring Presented to	Safeguarding committee
Frequency of Reporting	Annually

10. Financial Risk Assessment

Consider if there are any financial risks associated with this policy

11. Consultation / Approval Process

This policy has been developed in conjunction with the National Online Safety website, curriculum advice from Learn Sheffield and approved by school’s safeguarding governor

12. Dissemination and Communication Process

The policy will be placed in the school’s document library, on the school website and will be publicised through an induction and training update, policy update briefings for staff and notified to the Governing Body by the Online Safety Lead. Rules will be posted in all classrooms. Newsletters and prospectus will be issued to all parents and carers.

13. Development of the Policy

This policy will be reviewed after 1 year, or earlier in the light of any incidents or investigations, legislative changes or developments in best employment practice, to ensure its continuing relevance and effectiveness.



14. Appendices

1. Equality impact assessment tool
2. Financial Risk assessment
3. Checklist for review of key document
4. Process flow chart [**insert locally agreed process**]

APPENDIX 1 Equality Impact Assessment Tool

To be completed by the key document author and attached to key document when submitted to the appropriate committee for consideration and approval.

		Yes/No	Comments
1.	Does the policy/guidance affect one group less or more favourably than another on the basis of:		
	• Race	No	
	• Ethnic origins (including gypsies & travellers)	No	
	• Nationality	No	
	• Gender	No	
	• Culture	No	
	• Religion or belief	No	
	• Sexual orientation including lesbian, gay & bisexual people	No	
	• Age	No	Teaching will be delivered to meet individual needs/appropriate for year group
	• Disability – learning disabilities, physical disability, sensory impairment & mental health problems	No	
2.	Is there any evidence that some groups are affected differently?	No	
3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?		
4.	Is the impact of the policy/guidance likely to be negative?	No	Online Safety will be taught in a lively, interactive manner appropriate to the understanding of individual children
5.	If so, can the impact be avoided?		



		Yes/No	Comments
6.	What alternatives are there to achieving the policy/guidance without the impact?		
7.	Can we reduce the impact by taking different action?		

APPENDIX 2 Financial Risk Assessment

To be completed by the key document author and attached to key document when submitted to the appropriate committee for consideration and approval.

	Title of document:	Yes/No
1.	Does the implementation of this document require any additional capital resources?	No – use of training costs from Learn Sheffield package
2.	Does the implementation of this document require additional revenue?	No – see above
3.	Does the implementation of this document require additional manpower?	No – training from package/teaching as part of the curriculum
4.	Does the implementation of this document release any manpower costs through a change in practice?	No
5.	Are there additional staff training costs associated with implementing this document which cannot be delivered through current training programmes or allocated training times for staff?	No



APPENDIX 3

Checklist for the Review and Approval of Key Document

To be completed by the key document author and attached to any document which guides practice when submitted to the appropriate committee for consideration and approval.

	Title of document being reviewed:	Yes/No/Unsure	Comments
1.	Title		
	Is the title clear and unambiguous?	Yes	
	Is it clear whether the document is a guideline, policy, protocol or standard?	Yes	
2.	Rationale		
	Are reasons for development of the document stated?	Yes	
3.	Development Process		
	Is the method described in brief?	Yes	
	Identify which people have been involved in the development including stakeholders/users.	Online Safety Lead/ Online Safety Governor/Headteacher/Governors/staff	
	Name	Job Title	
	Ruth Heavens Kath Clark Jane Townsend	Online Safety Lead Safeguarding Governor Headteacher	
		Yes/No/Unsure	Comments
	Do you feel a reasonable attempt has been made to ensure relevant expertise has been used?	Yes	Online Safety curriculum advice from Learn Sheffield/Links to current curriculum map from Computing Coordinator/Policy renewed by Online Safety Lead/Online safety training for teaching staff by Learn Sheffield expert
4.	Content		
	Is the objective of the document clear?	Yes	
	Is the target population clear and unambiguous?	Yes	
	Are the intended outcomes described?	Yes	

	Title of document being reviewed:	Yes/No/Unsure	Comments
	Are the statements clear and unambiguous?	Yes	
5.	Evidence Base		
	Is the type of evidence to support the document identified explicitly?	Yes	Curriculum document links
	Are key references cited?	Yes	As above
	Are the references cited in full?	Yes	
	Are supporting documents referenced?	Yes	
6.	Approval		
	Does the document identify which committee/group will approve it?	Yes	
7.	Dissemination and Implementation		
	Is there an outline/plan to identify how this will be done?	Yes	To be delivered to staff at Online Safety Meeting
	Does the plan include the necessary training/support to ensure compliance?	Yes	
8.	Document Control		
	Does the document identify where it will be held?	Yes	
9.	Process to Monitor Compliance and Effectiveness		
	Are there measurable standards or KPIs to support the monitoring of compliance with and effectiveness of the document?	Yes	Through scrutiny of lesson planning/observations/pupil interviews
	Is there a plan to review or audit compliance with the document?	Yes	By Online Safety Lead through the above plan
10.	Review Date:		
	Is the review date identified?	Yes	
	Is the frequency of review identified? If so, is it acceptable?	Yes	
11.	Overall Responsibility for the Document		
	Is it clear who will be responsible for co-ordinating the dissemination, implementation and review of the document?	Yes	
Individual Approval			



Title of document being reviewed:		Yes/No/ Unsure	Comments
If you are happy to approve this document, please sign and date it and forward to the chair of the committee/group where it will receive final approval.			
Name	Ruth Heavens	Date	15.7.21
Signature	<i>RHeavens.</i>		
Committee Approval			
If the committee is happy to approve this document, please sign and date it and forward copies to the person with responsibility for disseminating and implementing the document and the person who is responsible for maintaining the organisation's database of approved documents.			
Name	Kath Clark	Date	
Signature	<i>K. A. Clark. 3.9.21.</i>		

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



REMOTE EDUCATION 10 TOP TIPS FOR PARENTS

Remote education ensures continuous learning outside the classroom. For parents and carers, remote education isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote education experience.

1. TAKE AN ACTIVE INTEREST IN YOUR CHILD'S LEARNING

As a parent or carer, your school may have explained how remote education works already, but children may still need help. Take an active interest in their learning and help support them whenever they need a helping hand.



2. MONITOR YOUR CHILD'S COMMUNICATION AND ONLINE ACTIVITY

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3. ESTABLISH A DAILY SCHEDULE AND ROUTINE

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY AWAY FROM DEVICES

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks; however, it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5. ENSURE YOUR LEARNING DEVICE IS IN PUBLIC SPACE IN THE HOME

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral, with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE

Dependant on how your school implements remote education, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7. ENSURE YOUR CHILD ONLY USES OFFICIAL SCHOOL COMMUNICATION CHANNELS

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8. FAMILIARISE YOURSELF WITH RELEVANT SCHOOL POLICIES

Schools should have a policy on remote education that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9. MAINTAIN FEEDBACK WITH TEACHERS

Engage in communication with teachers where possible, and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10. MONITOR YOUR CHILD'S WELLBEING AND MENTAL HEALTH

Remote education will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as they can. Whilst learning from home might seem fun and exciting to start to with, missing out on seeing their friends every day might take its toll.



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Sources: Remote education good practice. DfE guidance. | Safeguarding and remote education during coronavirus (COVID-19). DfE guidance.

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At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guides, hints and tips for adults.



REMOTE EDUCATION 10 TOP TIPS FOR EDUCATORS

Remote education ensures continuous learning outside the classroom. For school staff and teachers, there is a lot to consider and planning is key to ensuring effective and successful delivery. That's why we've created these top tips to help school staff ensure they deliver the most secure and safest remote education experience they can, both for themselves and their students.

1. FAMILIARISE YOURSELF WITH THE RELEVANT POLICIES

Remote education should be an extension of learning at school. Ensure you still adhere to the relevant policies around safeguarding, acceptable use, data protection, student behaviour and online conduct, for example.



2. CONSIDER YOUR SURROUNDINGS

The use of webcams, video and live streaming must be done with careful thought. Ensure the positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Avoid bedrooms.



3. CREATE AND DISSEMINATE CLEAR REMOTE EDUCATION POLICY AND GUIDANCE

This is important so that parents and pupils are clear as to what is expected of you, including around behaviour and conduct. It will also provide them with a level of confidence and reassurance.

4. ONLY USE SCHOOL-APPROVED PLATFORMS AND COMMUNICATION CHANNELS

Make sure that you keep to communicating through official outlets, such as your schools online portals or assigned email addresses. Never communicate using personal emails or numbers and refrain from communicating outside of school hours.



5. MAINTAIN PROFESSIONAL DRESS AT ALL TIMES

Treat any online lesson the same as delivering a lesson in the classroom. Maintain a professional image and never wear anything inappropriate or revealing. Encourage your students to also wear their school uniform.



6. DISTRIBUTE A CLASS TIMETABLE/SCHEDULE FOR REMOTE TEACHING

This will help to maintain a structure and lesson plan to classes. Include the frequency of lessons, duration, how they will be delivered, times for online and offline learning and any links. This will give parents a sense of structure and reassurance around lesson delivery.



7. ENSURE YOU USE THE CORRECT/APPROPRIATE TECHNOLOGY

Remote education will mean that you will need to employ the right technology and software to ensure that students are able to access learning in the safest and most secure way. Look to distribute a list of safe apps and software that are secure and won't raise any safeguarding concerns.



8. PROTECT PERSONAL DATA

Only use appropriate systems and software that require email and password login. It's always best practice to only use school-provided email addresses.



9. CONSIDER THE NEEDS OF SEND PUPILS AND VULNERABLE LEARNERS

It's important to try and accommodate all students, including children with SEND or those who are more vulnerable, and take into account different levels of learning.



10. TRY TO MAKE LESSONS FUN AND ENGAGING AND ENCOURAGE REGULAR FEEDBACK

Remote education is a fantastic way to be imaginative with teaching and learning and a great way to encourage independent thinking. Try to encourage a two-way flow of communication with parents and students to help maintain transparency and confidence in the learning process.



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Stocksbridge Nursery Infant School – 2 year planning cycle & links to online safety curriculum

Year A		Me and My School then..... What's that on top of the hill?	How do children celebrate Christmas around the world?	What's it like to live in Africa?	What happened in Eyam?	Living things and their habitats	All things bright and beautiful
		Health and Well Being Lifestyle and Health L1 Screen Time	Relationships Social web S1 Personal information Link to Anti-bullying PSHE	Relationships Protecting ourselves P1 Online Strangers P2 Feeling uncomfortable online	Living in the Wider World Commercial risks C1 Passwords C2 What is the internet	Living in the Wider World News and Information N1 Content Creators Link to non-chron writing	

Year B	Marvellous Me	Hidden Heroes	Extreme Environments	Reduce, Reuse, Recycle	Seaside Coasts	The Olympics and Japan
	Health and Well Being Lifestyle and Health L2 Choosing what to do on line. Link to science	Relationships Social web S2 Being Kind on line S3 Communicating on line Link to Anti-bullying PSHE	Relationships Protecting ourselves P3 Searching safely	Living in the Wider World Commercial risks C3 Accepting messages	Living in the Wider World News and information N2 Scary News	