



ASPIRATIONS

Online Safety Policy

Magna Academy

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| Approved by: | [N Ullah] | Date: 5.09.22 |
| Last reviewed on: | September 2022 | |
| Next review due by: | September 2023 | |

1. Aims

Our academy aims to:

- Have robust processes in place to ensure the online safety of students, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole academy community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Establish clear mechanisms to identify, intervene and escalate an incident, where appropriate

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scam

2. Legislation and guidance

This policy is based on the Department for Education's (DfE) statutory safeguarding guidance, [Keeping Children Safe in Education](#), and its advice for academies and schools on:

- [Teaching online safety in schools](#)
- [Preventing and tackling bullying](#) and [cyber-bullying: advice for headteachers and academy staff](#)
- [Searching, screening and confiscation](#)

It also refers to the DfE's guidance on [protecting children from radicalisation](#).

It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on students' electronic devices where they believe there is a 'good reason' to do so.

3. Roles and responsibilities

3.1 The Aspirations trust

The Aspirations trust has overall responsibility for monitoring this policy and holding the principal to account for its implementation.

The Regional CEO, Safeguarding Lead is Mandy Lancy and she has regular meetings with appropriate staff to discuss online safety, and monitor online safety logs as provided by the designated safeguarding lead (DSL).

3.2 The Principal

The Principal is responsible for

- Ensuring that all staff have read and understand this policy
- All staff agree and adhere to the terms on acceptable use of the academy's ICT systems and the internet

- Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some students with SEND because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable

3.3 The designated safeguarding lead

The DSL, Melanie Orchard and the Head of Safeguarding Rachael Caples takes lead responsibility for online safety in the academy, in particular:

- Supporting the principal in ensuring that staff understand this policy and that it is being implemented consistently throughout the academy
- Working with the principal, ICT manager and other staff, as necessary, to address any online safety issues or incidents
- Managing all online safety issues and incidents in line with the academy child protection policy
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the academy behaviour policy
- Updating and delivering staff training on online safety
- Liaising with other agencies and/or external services if necessary
- Providing regular reports on online safety in academy to the principal

3.4 The ICT manager

The ICT manager is responsible for:

- Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems, which are reviewed and updated on a regular basis to assess effectiveness and ensure students are kept safe from potentially harmful and inappropriate content and contact online while at academy, including terrorist and extremist material
- Ensuring that the academy's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly
- Conducting a full security check and monitoring the academy's ICT systems on a regular basis
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the academy behaviour policy

3.5 All staff and volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy
- Implementing this policy consistently
- Agreeing and adhering to the terms on acceptable use of the academy's ICT systems and the internet , and ensuring that students follow the academy's terms on acceptable use
- Working with the DSL to ensure that any online safety incidents are logged and dealt with appropriately in line with this policy
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the academy behaviour policy

- Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline and maintaining an attitude of 'it could happen here'

3.6 Parents

Parents are expected to:

- Notify a member of staff or the principal of any concerns or queries regarding this policy
- Ensure their child has read, understood and agreed to the terms on acceptable use of the academy's ICT systems and internet
- Parents can seek further guidance on keeping children safe online from the following organisations and websites:
- What are the issues? – [UK Safer Internet Centre](#)
- Hot topics – [Childnet International](#)
- Parent resource sheet – [Childnet International](#)
- Healthy relationships – [Disrespect Nobody](#)

3.7 Visitors and members of the community

Visitors and members of the community who use the academy's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use.

4. Educating students about online safety

Students will be taught about online safety as part of the curriculum:

In Key Stage 3, students will be taught to:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- Recognise inappropriate content, contact and conduct, and know how to report concerns

Students in Key Stage 4 will be taught:

- To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
- How to report a range of concerns

By the end of secondary education, students will know:

- Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online
- About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online
- Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically sexually explicit material (e.g. pornography) presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail

- How information and data is generated, collected, shared and used online
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

The safe use of social media and the internet will also be covered in other subjects where relevant.

Where necessary, teaching about safeguarding, including online safety, will be adapted for vulnerable children, victims of abuse and some students with SEND.

5. Educating parents about online safety

The academy will raise parents' awareness of internet safety in monthly newsletters, and in information via our website. This policy will also be shared with parents.

Once a year, Head of Safeguarding will deliver an face-to-face online safety parent workshop.

Online safety will also be covered during parents' evenings.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with the DSL/Head of Year/Head of safeguarding.

6. Cyber-bullying

6.1 Definition

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

6.2 Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that students understand what it is and what to do if they become aware of it happening to them or others. We will ensure that students know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The academy will actively discuss cyber-bullying with students, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Form tutors will discuss cyber-bullying with their tutor groups as part of the personal development provision.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This is included within the personal development, and other subjects where appropriate.

All staff, and volunteers receive training on cyber-bullying, its impact and ways to support students, as part of safeguarding training (see section 11 for more detail).

In relation to a specific incident of cyber-bullying, the academy will follow the processes set out in the academy behaviour policy. Where illegal, inappropriate or harmful material has been spread among students, the academy will use all reasonable endeavours to ensure the incident is contained.

The DSL will consider whether the incident should be reported to the police if it involves illegal material, and will work with external services if it is deemed necessary to do so.

6.3 Examining electronic devices

Academy staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on students' electronic devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the academy rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- Delete that material, or
- Retain it as evidence (of a criminal offence or a breach of academy discipline), and/or
- Report it to the police*

* Staff may also confiscate devices for evidence to hand to the police, if a student discloses that they are being abused and that this abuse includes an online element.

Any searching of students will be carried out in line with:

- The DfE's latest guidance on [screening, searching and confiscation](#)
- UKCIS guidance on [sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- The academy's COVID-19 risk assessment

Any complaints about searching for or deleting inappropriate images or files on students' electronic devices will be dealt with through the academy complaints procedure.

Students should not use any device to record themselves, students or staff during the day with or without their consent. Any consent for recording should always go through the member of staff involved and their line manager.

7. Acceptable use of the internet in academy

All students, parents, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the academy's ICT systems and the internet (appendices 1-3). Visitors will be expected to read and agree to the academy's terms on acceptable use if relevant.

Use of the academy's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by students, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

More information is set out in the acceptable use agreements in appendices 1, 2 and 3.

8. Students using mobile devices in academy

Students may bring mobile devices into academy, but are not permitted to use them during:

- Lessons
- Tutor group time
- Break and lunch times
- Clubs before or after academy, or any other activities organised by the academy

Any use of mobile devices in the academy by students must be in line with the acceptable use agreement.

Any breach of the acceptable use agreement by a student may trigger disciplinary action in line with the academy behaviour policy, which may result in the confiscation of their device.

9. Staff using work devices outside academy

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring their hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Not sharing the device among family or friends
- Installing anti-virus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Staff members must not use the device in any way which would violate the academy's terms of acceptable use.

Work devices must be used solely for work activities.

If staff have any concerns over the security of their device, they must seek advice from the IT manager.

10. How the academy will respond to issues of misuse

Where a student misuses the academy's ICT systems or internet, we will follow the procedures set out in our behaviour policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the academy's ICT systems or the internet, or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff code of conduct. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The academy will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

11. Training

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

By way of this training, all staff will be made aware that:

- Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse
- Children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- Physical abuse, sexual violence and initiation/hazing type violence can all contain an online element

Training will also help staff:

- develop better awareness to assist in spotting the signs and symptoms of online abuse
- develop the ability to ensure students can recognise dangers and risks in online activity and can weigh the risks up
- develop the ability to influence students to make the healthiest long-term choices and keep them safe from harm in the short term

The DSL and DDSLs will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

More information about safeguarding training is set out in our child protection and safeguarding policy.

12. Quality Assurance

The DSL logs behaviour and safeguarding issues related to online safety.

This policy will be reviewed every year by the DSL/Head of Safeguarding. At every review, the policy will be shared with the senior leadership team. The review (such as the one available [here](#)) will be supported by an annual risk assessment that considers and reflects the risks students face online. This is important because technology, and the risks and harms related to it, evolve and change rapidly.

13. Links with other policies

This online safety policy is linked to our:

- Child protection and safeguarding policy
- Behaviour policy
- Staff disciplinary procedures
- Data protection policy and privacy notices
- Complaints procedure
- ICT and internet acceptable use policy