	Langham Primary School		
	Safe Internet Use Policy Statement		
Adopted	January 2023	**Author/ Owner/ Governor responsibility**	*Pupil Related Committee*
Last Reviewed		**Review Cycle**	*Three Years*

Internet Safety

This policy statement is intended to help staff and parents understand our approach to ensuring children are safe online now and into the future. We recognise that although our connected world presents many opportunities, it also presents potentially harmful risks. Adults play a critical role in making sure that children and young people learn to interact with this world in a positive and safe way.

We understand that technology has blurred the line between where school stops and the outside world begins. This means that our responsibility extends beyond the use of technology in our school and into making sure that children grow up to lead productive, happy, safe connected lives.

Online Abuse

Online abuse is any type of abuse that happens on the internet, facilitated through technology like computers, tablets, mobile phones and other internet-enabled devices (Department for Education, 2018; Department of Health, 2017; Scottish Government, 2021; Welsh Assembly Government, 2018).

It can happen anywhere online that allows digital communication, such as:
- social networks
- text messages and messaging apps
- email and private messaging
- online chats
- comments on live streaming sites
- voice chat in games.

Children and young people may experience several types of abuse online:
- bullying/cyberbullying
- emotional abuse (this includes emotional blackmail, for example pressuring children and young people to comply with sexual requests via technology)
- sexting (pressure or coercion to create sexual images)
- sexual abuse
- sexual exploitation.

Children and young people can also be groomed online: perpetrators may use online platforms to build a trusting relationship with the child in order to abuse them. This abuse may happen online or the perpetrator may arrange to meet the child in person with the intention of abusing them.

Speaking out

A child or young person may be reluctant to speak out about the abuse they've experienced online. They may:
- not understand that they are being abused
- feel dirty and ashamed
- be too embarrassed to share the sexual details of what's happening to them
- be afraid because of threats of violence from the abuser
- have been told by the abuser that they won't be taken seriously
- have established an emotional attachment with the abuser and don't want to get them into trouble

Recognising online abuse

It can be easier for perpetrators to initiate, maintain and escalate abuse through digital technology because it gives them:

- easier access to children and young people through social media and digital messaging
- anonymity – it's relatively easy to create anonymous profiles on online platforms or pretend to be another child
- children may have a false sense of safety online which means they're more likely to talk to strangers than in the offline world

Children can be at risk of online abuse from people they know as well as from strangers. Online abuse may be part of abuse that's taking place in the real world such as bullying or an abusive relationship, or the abuse may happen online only.

A child who is experiencing abuse online may:

- spend much more or much less time than usual online, texting, gaming or using social media
- be withdrawn, upset or outraged after using the internet or texting
- be secretive about who they're talking to and what they're doing online or on their mobile phone
- have lots of new phone numbers, texts or e-mail addresses on their mobile phone, laptop or tablet.

What are the risks: the three 'C's

Content

Age-inappropriate content that a child may come across online could be:

- commercial – such as adverts, spam or sponsorship
- aggressive – such as violent and hateful content
- sexual – inappropriate or unwelcome sexual content
- content that promotes negative values – for example biased, racist or misleading information.

Contact

If a child is actively engaged in the online world, they may become involved in interactions that could be harmful to them. This could be:

- commercial – such as tracking the sites a child has looked at or harvesting their personal information
- aggressive – for example being bullied, harassed or stalked
- sexual – receiving sexualised requests from others or being groomed
- contacts who promote negative values – for example making 'friends' who persuade a child to carry out harmful activities.

Conduct

Without meaning to, a child may behave in a way that puts them and/or others at risk. For example they may become involved in:

- inappropriate commercial activity - illegal downloading, hacking, using the dark web or getting involved in financial scams
- aggressive behaviour – bullying or harassing someone else
- sexualised behaviour – creating or uploading indecent images
- creating content that promotes negative values – providing misleading information to others

Vulnerability factors

There is no clear set of factors that make children and young people more likely to be affected by online abuse. Different circumstances in a child's life may combine to make them more at risk. However, some factors can make children and young people more vulnerable to abuse.

Age

Pre- and early teens are an especially vulnerable age for children online. From 11-12, children start to explore and take risks online, but they haven't yet developed the skills needed to recognise danger or build resilience against things that might upset them .Children aged 9-16 are particularly vulnerable to:

- seeing sexual images online
- seeing online content that promotes potentially harmful behaviour, such as pro-anorexia or self-harm sites
- being bullied online

At this age, young people may be starting to explore their sexuality too. They might find adult pornography online or start online relationships with people they don't know.

Gender

Boys and girls may differ in the types of risks they take online and the risks they are exposed to.

Boys are more likely to:

- look for offensive or violent pornography online, or be sent links to pornographic websites
- meet someone offline who they have talked to online
- give out personal information.

Girls are more likely to:

- be upset by violent or offensive online pornographic content
- chat online with people they don't know
- receive unwanted sexual comments
- be asked for personal information
- experience ongoing cyberbullying

Vulnerability to online grooming

Loneliness, social isolation and family problems may make young people more vulnerable to being groomed online. Groomers may initially be attentive and sympathetic, which means a young person who is experiencing difficulties may quickly see them as a trusted source of support, especially if they are pretending to be another child.

Special educational needs or disability

Children with special educational needs (SEN) or disabilities are particularly vulnerable to online abuse. A child with SEN or a disability may:

- have low self-confidence, seeing themself as an 'outsider'
- lack strong peer networks and be less likely to tell a friend when they experience upsetting things online
- have more unsupervised time online, with fewer structures and boundaries.

Reporting

If you think a child is in immediate danger, contact the police on **999**. If you're worried about a child but they are not in immediate danger, you should share your concerns.

- **Follow the school's child protection procedures**. This can be found in the Child Protection Policy
- **Contact the NSPCC Helpline** on 0808 800 5000 or by emailing help@nspcc.org.uk.
- **Contact the police.**
- Report to Child Exploitation and Online Protection (CEOP).

Reporting online child abuse images

It's against the law to produce or share images of child abuse, even if the image was self-created. This includes sharing images and videos over social media.

If you see a video or image that shows a child being abused:

- Don't comment, like or share the video or image, as this will distribute it further.
- Report it to the website you've seen it on.
- Report it to the police.

If the image or video involves the sexual abuse of a child, report it to the Internet Watch Foundation (IWF) who will take steps to get it removed from the internet.

Young people under 18 who are worried that a sexual image or video of them may have been shared online can use Childline and IWF's Report Remove tool to see if it can be taken down. The tool can be used with the support from a trusted adult, and support is available from Childline.

Responding to cases of online abuse

When responding to cases of online abuse, it's important for adults to understand the impact it can have on a young person's wellbeing. They should:

- listen calmly to what the child has to say
- remember that the young person may be embarrassed and/or ashamed
- be non-judgmental and make sure the child knows that abuse is never their fault.

Parents should be informed about cases of online abuse unless to do so would put a child at further risk of harm. They may need additional support to understand what has happened and how best to help their child.

Prevention

Schools play an important role in educating children about:

- how to use the internet in a safe and responsible way
- how to behave appropriately online

- what to do if they are worried about something they see online or that is sent to them electronically.

Our **RSHE and PSE curriculum** incudes units about staying safe online and understanding the risks of the digital world. However, classrooms should be somewhere where there is an ongoing conversation about using technology safely and responsibly. We also use assemblies and visitors to promote a safer internet message.

Resources used in class include:
- Digital Matters from Internet Safety Foundation: Online safety teaching resources | Internet Matters
- UK Safer Internet Centre: Resources for 3-11s - UK Safer Internet Centre
- BBC 'Own It': Staying Safe - Own It - BBC
- NSPCC 'It's Not OK': It's Not OK: online teaching resources | NSPCC Learning

Guidance
- The Department for Education (DfE) has published non-statutory guidance on teaching online safety in school (PDF) (DfE, 2019).
- The DfE has also published non-statutory guidance for schools and colleges on harmful online challenges and online hoaxes (DfE, 2021).

Social media
Social media and social networking is often essential to young people's lives – it's how they keep in touch and communicate with friends, family and schoolmates.
Personal mobile devices mean that children and young people can be active on social media anywhere and at any time. This can provide new opportunities for children and young people to learn and express themselves. But it can also present risks, including:
- cyberbullying
- online grooming
- emotional abuse
- online abuse.

Children are not allowed have their own mobile devices accessible in school. Sometimes children need to bring a mobile device into school, for example if they are going home to a different address after school. Mobile phones and other devices should be handed in to the school office for secure storage during the day in such cases.
School social media and communication platforms are carefully monitored.

Platform	Use	Access	Restrictions/ mitigations
Class Dojo	Class posts about activities in school Class updates/ homework activities	Restricted to parents/ carers of the school. No public access.	Comments are enabled and closely monitored. Any member of staff can delete them.
Facebook	Posts about school news and events	Public access/ comments switched off. Public communication only via messenger.	Permission sought from parents before posting images of children
You Tube	Limited use sharing videos	Private account. Access to content restricted to 'those with a link'.	Permission sought before posting videos. Commenting switched off.
Windows 365/ Teams	Children in KS2 have individual accounts which can be used as a platform for delivering remote learning.	Password protected accounts for individual children.	Remote learning policy followed.

Livestreaming
Livestreaming is sometimes used to broadcast an event taking place in school or deliver lessons in accordance with our remote learning policy. We use Microsoft Teams to facilitate livestream broadcasts.
Before starting any livestream, remind children:
- not to share private information
- not to respond to contact requests from people they don't know
- who they should tell if they see or hear anything upsetting or inappropriate.