Facilitator Notes
Facilitator Notes: Safeguarding in an Online Environment

These notes are to be used by the facilitator to support them in delivering Veema's Safeguarding in an Online Environment workshop. The session should take approximately 75 minutes. The notes are to help develop the facilitator's knowledge and expertise in delivering this session. They should be used as scaffolding and as a support for the facilitator: not as as script.

In preparation for delivering the session, the facilitator must read material on the session's reading list.

Resources needed:

- Groups on tables of no more than 6 to allow for group discussion
- Post-it notes
- Pens
- A3 Paper

Safeguarding in an Online Environment Presented by xxxx () Date: August 2021 Developed by Karen Bell veema EXCELLENCE IN EDUCATION Connect with us Twitter: @VeemaEdu Facebook: Veema Education Website: Veema.co.uk Subscribe ... to our newsletter Click here © Copyright 2021 by Veema Limited. All Rights Reserved.	Slide 1 Minutes 0 to 2 • Introduction of yourself and the material which will be covered. • Note that Young People's relationship with technology is embedded across all walks of life. • To effectively support their wellbeing and safety we must be aware of the potential risks that this can bring. • Technology by its nature is constantly evolving, bringing both new opportunities and risks. • The basis of any school's having an effective online safeguarding strategy is to educate our children and young people and those adults who support them about specific risks, including how to recognise those risks.

What is Online Safeguarding ? **Online safeguarding is "a safeguarding issue where technology is involved"** • Online Safeguarding • Online Safety • Digital Safety • E-Safety • Internet Safety © Copyright 2021 by Veema Limited. All Rights Reserved.	Slide 2 Minutes 2 to 4 • What do we mean by 'online safeguarding'? • Proud parents put a tablet in front of their very young children and marvel at how smart he or she is. • Toddlers are handed electronics to keep them quiet in restaurants. • School-aged kids are given smartphones to stay in touch with parents—and use them to text each other. • Tweens become masters at online video games, competing with and against gamers from around the world. • High schoolers do their homework on laptops with multiple windows open, instant messaging friends, following and creating drama on social media, gaming and dating. • The digital revolution, with its rapid proliferation of electronic screen devices has transformed not only how we communicate, educate and entertain ourselves, but also how we behave as individuals and in society. • No group has been more profoundly affected than children and adolescents because they have spent their whole lives in this new digital environment.
What Could it Involve? In your groups you have 3 minutes to discuss what is meant by online safeguarding. What problems do you think it covers? List all relevant issues. © Copyright 2021 by Veema Limited. All Rights Reserved.	Slide 3 Minutes 4 to 8 • First activity: **A.** Discuss what is meant by online safeguarding: what problems do you think it covers? List all relevant issues. **B.** Afterwards take three points from each group. Ask each group only to state an issue that hasn't already been said.

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<table>
<tr>
<td>
- Remote and blended learning
- Online bullying
- Gaming
- Gambling
- Internet/social media addiction
- Online reputation
- Mental health and well-being
- Personal privacy and security
- Child sexual exploitation and other forms of child exploitation
- Engaging parents in online safety
- Sexting
- Cybercrime

- Radicalisation/extremism
- Digital self-harm
- Online sexual predation and grooming
- Online safeguarding regulation and legislation
- E-safety in schools
- Teaching online safety across the curriculum
- Features of effective online safety policy and practice

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Slide 4

Minutes 8 – 9

- We often associate online safeguarding with issues like online grooming, online bullying, and sexting.

- There is also a much broader and developing area of concern in relation to the growth of social media which may include:

  A. Exposure to inappropriate or harmful material online, e.g. gambling content, pornography or violent content

  B. So-called 'digital self-harm'

  C. Problematic internet addiction (with strong debate over whether such a thing exists)

  D. Exposure to content that promotes worrying or harmful behaviour, e.g. suicide, self-harm and eating disorders

  E. Becoming victims of cybercrime such as hacking, scams/ hoaxes, fraud and identity theft

  F. Becoming a perpetrator of cybercrime such as hacking and piracy

  G. Radicalisation and extremism online

  H. Publishing an unwise level of personal information online

- It would not be impossible to cover every aspect within a 60 minute training module – we will therefore focus on some of the emerging issues.
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Objectives

1. Identify the scope of online safeguarding
2. Internet addiction
3. Risk
4. Cyberbullying
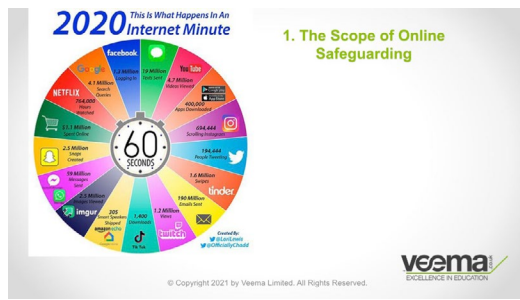5. Professional reputation

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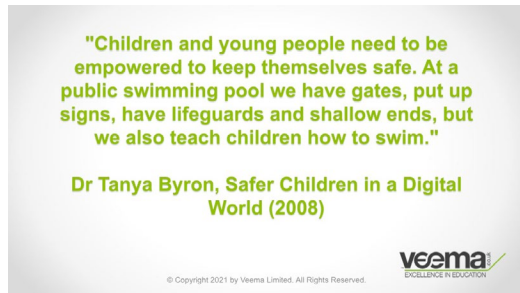</td>
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Slide 5

Minutes 9 – 10

- In this session we have already looked at how wide ranging the issues relating to online safeguarding are.

- We are therefore going to concentrate on some specific new and growing issues.
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	Slide 6 Minutes 10 – 11 • 20 years ago these applications and methods of communicating didn't exist • Facebook, the most popular social media site, was only created as recently as 2004. However this is not necessarily the case for young people - research what the most popular social media site is where you are. • https://en.wikipedia.org/wiki/Timeline_of_social_media - you might want to pick out a few specific examples of social media companies from the timeline to mention.
	Slide 7 Minutes 11 - 12 • It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. (KCSIE 2021)
	Slide 8 Minutes 12 – 14 How much time do you spend on line? • What is your daily screen time? • How does it compare to what we know about our children's lives online? • With children now spending an average of over 15 hours a week online, the internet is central to their lives. • Social media is ever present, with 90% of 11–16 year olds surveyed saying that they have a social media account. • Alongside opportunities, social networks open up a wide range of potential harms. • Most platforms have failed to integrate child safeguarding into their business models or the design of their sites. • As rapidly developing technology creates new opportunities to initiate, maintain and escalate abuse, children have been exposed to unacceptable risks in the spaces where they socialise, learn and play. • Pick out a few more relevant statistics to the specific setting in which you are facilitating the session from the NSPCC How Safe Are Our Children? 2019 report.

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Slide 9

Minutes 14 – 1

- Adolescence is defined as the developmental period between the ages of 10 to 18 years, and represents a vulnerable period for engagement in risky behaviours (e.g., alcohol drinking, drug taking and engaging in violence) and the development of addictions. It is also a critical period of personality and value formation and rapid psychological development characterised by the adoption of various lifestyle, health behaviour and educational choices which hold a defining role in adulthood.

- Children and adolescents are especially at risk of problematic uses of interactive media. This is both because they are early and enthusiastic adopters of technology with which they are more comfortable than supervising adults, and because they have yet to develop fully executive brain functions such as impulse control, self-regulation, and future thinking. As a result, the onset of problematic use of interactive media from video games to smartphones occurs most frequently during childhood and adolescence.

- The word 'addiction' carries a stigma, often eliciting negative images of alcoholics and opioid abusers. Many parents therefore do not recognise developing problems in their children's interactive media use unless and until their children's physical or mental health and/or their academic and social functions are severely affected.

- Recognising the seeds of such problems and preventing or intervening early is much more effective than trying to correct a deeply ingrained habit in a child or adolescent who may have already sustained physical, psychological, or developmental harm.

- The first study into this kind of addiction took place in 1995 and in 2006 the first inpatient centre opened to treat addicts in Beijing.

- In 2013 the first centre opened in the USA in Pennsylvania with many other countries now not only acknowledging the risks but actively teaching about the risks of internet addiction.

- Internet addiction disorder (IAD), also known as problematic internet use or pathological internet use, is generally defined as problematic, compulsive use of the internet, that results in significant impairment in an individual's function in various life domains over a prolonged period of time. Young people are at particular risk of developing internet addiction disorder, with case studies highlighting students whose academic performance plummets as they spend more and more time online. Some also suffer health consequences from loss of sleep, as they stay up later and later to chat online, check for social network status updates or to reach the next game levels.

What are the Signs of Internet Addiction? • Actively look forward to using the internet • Becoming irritable or annoyed when access to the internet or a device is cut off • Constantly checking devices, particularly during the night • Using the internet to relieve stress • Retreat into online gaming or social media for social interaction • Losing interest in activities previously enjoyed veema © Copyright 2021 by Veema Limited. All Rights Reserved.	**Slide 10** Minutes 16 – 17 • There are some common signs of internet addiction that you may recognise. Spending increasingly long periods of internet time, particularly for non-work or school related reasons, is the obvious one. • An addict may also: (see slide)
Behavioural Symptoms of Internet Addiction Common symptoms of an internet addiction can include: • No longer engaging in activities that were once enjoyed • Spending most waking hours online • Anger or agitation if you are asked to step away from your device of choice • Lying about your internet use • Concealing your internet use veema © Copyright 2021 by Veema Limited. All Rights Reserved.	**Slide 11** Minutes 17 – 19 • Internet addiction: the signs, risks, and how to keep children safe • Internet addiction is a behavioural addiction which can see a person spending greater amounts of time online, to the point where it is seriously affecting their life. • The risks include relationship problems, health issues and problems at school or work. • Internet addiction can co-exist with other underlying mental health conditions such as depression or anxiety. • Links with gambling, pornography, gaming and shopping addiction are common, likely due to the 24/7 access the internet provides to each of these activities. • Internet addiction affects young people as they are spending increasing amounts of time online. • An Ofcom report found the internet had overtaken television as a pastime, with even children as young as 3-4 spending over 8 hours a week online.
Internet Addiction Assessment 1. I find myself using my smartphone or computer longer than I planned to. 2. I would rather be on my smartphone or computer than interact with my partner. 3. I would rather spend time online than do things around the house. 4. My performance in school/work suffers because of the amount of time I spend online. 5. People close to me are concerned about the amount of time I spend on my devices 6. When asked what I do online, I prefer not to answer. 7. My productivity and attentiveness suffers because of the amount of time I spend on 8. I check my social media, text messages, or emails first thing after waking up. 9. I am bothered when people interrupt me while I am using my computer or smartphone 10. I feel anxious when I do not have my smartphone with me. 11. I use the internet to escape from my real life. 12. I would be less interesting and happy without access to the internet. 13. I put off things I have to do by using my computer or smartphone. 14. When I am unable to use my smartphone, I miss it or think about what I could be doing online. 15. I stay up later at night than I had intended due to doing things online. 16. I would rather stay home and use the internet than go out with friends. 17. I have tried to reduce my smartphone or internet use without success. 18. I am concerned about missing out on thing online when not checking my smartphone https://psychology-tools.com/test/internet-addiction-assessment veema © Copyright 2021 by Veema Limited. All Rights Reserved.	**Slide 12** Minutes 19 – 24 • This is the type of assessment that is used by many institutions when diagnosing IAD. • If appropriate, share the link and ask participants to complete the questionnaire. You should check with the school leadership about this before hand.
IAD Support https://www.wikihow.com/Overcome-Internet-Addiction#Video https://www.youtube.com/watch?v=ZTIMZiJoT8g veema © Copyright 2021 by Veema Limited. All Rights Reserved.	**Slide 13** Minutes 24 – 25 • In asking your participants to complete the questionnaire, it is its important that there is support made available if any score highly. • If you are not doing the questionnaire, then include one of the videos.

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Slide 14

Minutes 25 – 27

- Although the online world gives many opportunities to our young people, it also creates many risks. •We must understanding the change brought about by the internet in how young people interact with each other and the world around them.

- As adults we often believe that our young people know more about the technology than we do. However the modern internet is less about the technical aspect and more about making social and health choices, developing and maintaining relationships, and respect. To use it effectively and safely young people need a high level of emotional intelligence, resilience, understanding and knowledge, just as is needed in the offline world.

- The Four Cs:

  Content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

  Contact: being subjected to harmful online through interaction with other users. For example, peer to peer pressure 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. For example, 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.

  Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Slide 15

Minutes 27 – 29

- There are many online risks and it would be impossible to cover them all. We are now going to look at just two specific risks: CSAM and live streaming.
- CSAM is a global problem. Although these statistics relate to the UK, this is part of a global response. The internet has almost no geographical boundaries. The IWF functions in the UK and INHOPE is the global body of 47 country partners established in 1999.
- CSAM comprises images and videos of children, mainly in a domestic setting, who've been groomed or coerced into performing sexual acts for viewers watching. Abusers record the footage and share it online. Although these facts are shocking, the Child Digital Alliance works to eradicate CSAM. As educators we have a key role to play in prevention.

Live Streaming

- Video broadcast live over the internet via any internet-connected camera, such as via smartphone
- Live streamed videos are unedited and shared without delay
- Unmoderated, unrehearsed and unpredictable
- Viewers can send gifts as well as comment and talk directly with the person live streaming

Slide 16

Minutes 29 – 31

- Children's brains are still developing and they need support to keep themselves safe. In their offline world they are often taught to do as they are told and follow adult instruction by teachers, paren and others. Some offenders rely on this acceptance and use young people's trust in adults to harm them.

- Reduced inhibition online: Online, children can feel more confident to engage in behaviour that they would not do in 'real life'. Children have said they find it easier to talk about private things online than face-to-face.

- Live streaming is 'in the moment': There can be a tendency for young people to do things in the heat of the moment and act on impulse without thinking of the consequences. This could include sharing personal information which they usually would not share.

- Trickery: This can include games introduced by an offender that start off 'innocent' and then build up to trick children into taking clothes off.

- Affirmation: Lots of positive comments and compliments can make children feel good. Primary aged children tend to want to please others and can be tricked into doing things by the threat of losing their followers (the people watching and commenting on their stream).

- Power of multiple comments: Within live streaming apps there can be multiple viewers watching a single live stream. This can make it easier for people to manipulate a child into doing something by increasing the pressure on them through persuasion and comments from multiple sources.

- Fear: Offenders sometimes use threats when they are online to try to force children to do things that they do not want to do, which can sometimes makes them feel like they not have any choice but to do what they are being told.

Slide 17

Minutes 31 – 33

- Whilst live streaming can be fun, it's important to affirm to young people that live videos posted on the internet can remain there forever. They can be recorded, screen shot and shared without permission.
- Encourage young people to think carefully about what they choose to stream if they decide to go live. When something is live, young people can be more susceptible to acting on impulse – doing something 'in the moment' they might later regret.
- Adult offenders sometimes use tricks and dares to coerce young people into performing acts that involve nudity on camera, sometimes offering them online gifts or 'game points' in exchange for videos.
- Younger children can be particularly susceptible to these tactics as it can be difficult for them to spot manipulative behaviour in others and stand up to pressure. It is important to remind young people that if someone asks them to remove clothing or do anything sexual, stop and tell someone. No matter who instigated the conversation or what's been said, it is never the young person's fault.

Slide 18

Minutes 33 – 34

- Byron (2008) classifies the online risks to children in terms of content, contact and conduct.
- Byron goes on to say that to reduce risks means achieving three objectives: (see slide)

Slide 19

Minutes 34 – 36

- The DQ Institute, an international think tank dedicated to setting global standards for digital intelligence education, has defined eight key areas of digital competencies that a child should master in order to be safe and have a positive experience online: (see slide)

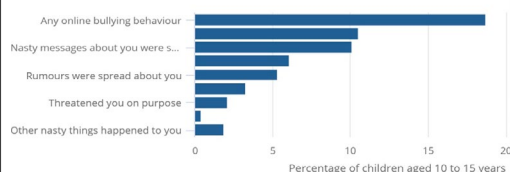|	
4. Cyberbullying Technology can be used to carry out a wide range of unacceptable or illegal behaviours. Cyberbullying can include: • Intimidation and threats • Harassment and stalking • Vilification/defamation • Exclusion or peer rejection • Impersonation • Unauthorised publication of personal information or images • Manipulation © Copyright 2021 by Veema Limited. All Rights Reserved.	**Slide 20** Minutes 36 – 38 • The NSPCC, an organisation in the UK, defines cyberbullying as 'bullying that takes place online, and unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.' • Identify with attendees what cyberbullying is and that it can be an extension of face-to-face bullying or a form of completely separate bullying. In the 2020 Childnet International report young people identified a range of ways that cyberbullying could be carried out, including: **A.** Posting comments, messages, photos or screenshots that are mean, threatening, untrue, personal, secret or embarrassing **B.** Anonymous messages or abuse (e.g., on social networks or online gaming) **C.** Filming you or taking photos of you without your consent **D.** 'Indirect' messages when you don't directly name someone, but everyone knows who you are talking about **E.** Fake accounts or profiles **F.** Excluding people from online conversations or talking behind your back
Why Does Cyberbullying Happen? • Personal, social or family issues • Early childhood experience, including parenting and maltreatment • They do not like a person • They feel provoked • They are taking revenge or may have been bullied themselves • An acute need for attention • Poor self-esteem, depression or anger that they cannot manage • Asserting and increasing their popularity and social status • Inability or unwillingness to empathise with others • To feel powerful and in control • From boredom or as a form of entertainment © Copyright 2021 by Veema Limited. All Rights Reserved.	**Slide 21** Minutes 38 – 40 • While technology does not cause bullying, it may be used by people who would not necessarily bully others face-to-face. • The perceived anonymity of some online activities, or disinhibition due to the physical and emotional distance between people using technology, may mean that the person bullying will do things that they would not do in person.

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Frequency of Cyberbullying

Proportion of children aged 10 to 15 years who experienced online bullying behaviours in the previous 12 months, by type of bullying behaviour, England and Wales, year ending March 2020

Slide 22

Minutes 40 – 42

- The ONS published a comprehensive report about cyberbullying based on research conducted in the year to March 2020.

- The report examined the type, frequency and method of cyberbullying.

- It found that an estimated one in five children aged 10 to 15 years in England and Wales experienced at least one type of online bullying behaviour (19%). This equates to approximately 764,000 children across the UK.

- The number of times online bullying behaviours were experienced varied between different types. Being called names, sworn at and insulted was the most frequently experienced online bullying behaviour, with 20% of children who experienced this type of behaviour stating they experienced it every day or a few times a week. An additional 20% of children experienced it once or twice a week.

- Experiencing bullying behaviours through being sent messages, images or videos was the method with the highest percentage across all types of online bullying behaviours.

- Messages were used more frequently for types of bullying that do not necessarily involve any other children except the victim, such as someone calling them names, swearing at them or insulting them and nasty messages about them being sent to them.

- As online bullying behaviours by private messages are only experienced by the victim, it is more likely that they will go unnoticed unless someone is told.

- Group messages were more frequently used for types of online bullying behaviour that mainly involve other people such as nasty messages about children being passed around or posted where others could see and children being left out of or excluded from a group or activity on purpose.

What is the Impact of Cyberbullying?

https://www.youtube.com/watch?v=DJGTccn_8us

Australia -
https://www.youtube.com/watch?v=E0WbSOpIlqY

Slide 23

Minutes 42-49

- The first video clip looks at research into the effects of cyberbullying and the second one is a a personal account

- You can include here a video relating to the country you are delivering the session in.

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Cyberbullying: Yes or No? 1. Phoebe takes a photo of two friends hugging. Because of the angle, it looks like they could be kissing. Phoebe's friend Sam suggests that they post it in a group chat with the kissing emoji. 2. Alex sees a screenshot of some private messages between two girls at his school. It is clear from the messages that the two girls are close friends and now everyone is sharing the screenshot and saying they are a couple. 3. An online challenge which involves standing behind people and doing a rude dance without them realising has gone viral. Lots of Mia's friends are sharing the videos. They decide to make some of their own and want to dance behind a pupil who none of them are friends with. 4. During a science lesson Dawud's teacher shows a picture of a naked body and asks the class to label the body parts. One of Dawud's classmates takes a photo of it and edits Ivan's face on to it. 5. Simone has been messaging a boy from another school online who has started asking for pictures of her. She sends him a selfie, but he says it's not enough. He calls her a rude word and threatens to tell her parents that she's been messaging him if she doesn't send a photo. veema EXCELLENCE IN EDUCATION	**Slide 24** **Minutes 49 - 54** • In groups attendees have 5 minutes to discuss each of the next 5 scenarios. • Consider: • Are they cyber bullying? • What action would you take?
6. Online Reputation (competence grid) veema EXCELLENCE IN EDUCATION	**Slide 25** **Minutes 54 – 56** • This is the competence grid for 7 to 11 year olds. Where would you position your knowledge? Where are the gaps? • When looking at the competences for the 3 age groups 7 to 11, 11 to 14 and 14 to 18, identify where your own knowledge gaps are and where you might want to go and do further research and/or investigate your own digital personality.
11- to 14-Year-Olds (competence grid) veema EXCELLENCE IN EDUCATION	**Slide 26** **Minutes 56 – 58** • The information on this slide is taken from the UK government's Education for a Connected World framework. • Read through the competences again asking participants to make action notes.
14- to 18-Year-Olds (competence grid) veema EXCELLENCE IN EDUCATION	**Slide 27** **Minutes 58 – 60** • The information on this slide is taken from the UK government's Education for a Connected World framework. • Read through the competences again asking participants to make action notes.
5. Professional Reputation • What is your online reputation? • What forms your online reputation? • Who does it affect? • Why is online reputation important? veema EXCELLENCE IN EDUCATION	**Slides 28** **Minutes 60 – 65** • Activity: In groups, participants should discuss the four questions on the slide.

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Slide 29

Minutes 65 – 67

- At this point you could take feedback from the groups or discuss the answers below.

- What is my online reputation?

- Your online reputation is the perception, estimation and opinion that is formed when you are encountered online. This could be when someone visits your social networking profile, but could also be when anyone reads a comment you posted on another profile. It could also be when someone sees your online photo albums or an image with you in it - indeed any instance or reference of you that either you or someone else posted.

- Your online reputation will be formed through:

  A. Posts by you

  B. Posts by others but about you or linked to you

  C. Posts by others pretending to be you

- Who is affected by their online reputation?

- Everyone! Obviously it applies to those who post online. However, as other people could be posting information about you, you don't even have to have been on the internet before to have an online reputation.

- The journalist Rory Cellan-Jones commented on a survey conducted by AVG which concluded that **23% of unborn children already have a digital footprint.**

- Why is online reputation important?

- Many businesses and celebrities value their online identity and reputation and go to extraordinary lengths to protect it, in many cases taking legal action.

- Your reputation should be important to you as it is a tool that others can and will use to make decisions about you. Clearly this could have a dramatic effect on your personal and professional lives, especially if your digital footprint is poor. Would you like a potential partner or employer to decide whether to see you or not purely based on your digital footprint?

- Media headlines regularly appear, such as **"Disgrace of the six drinking, pole-dancing primary school teachers who published the pictures on Facebook".**

- What does your profile picture or avatar say about you? •How is your online reputation different?

- Remember that the internet never forgets - when you post something online it will always be there.

5. Professional Reputation

- 3% of consumers polled said they believe they have some control over their online reputation
- 47% of UK employers use publicly available online information when examining potential job candidates (79% in the US and 59% in Germany).
- 41% of employers have rejected candidates based on their online reputation (70% in the US).
- Mostly employers use search engines (78%) or social networking sites (63%)
- The most common reason (57%) that a candidate was rejected in the UK was through 'inappropriate comments or text written by the candidate'. In the US the highest (58%) was concerns about the candidate's lifestyle

Slide 30

Minutes 67 – 70

- Microsoft published two studies to coincide with Data Privacy Day in 2010 looking at the influence of online information as part of job applications and also consumer attitudes to online reputation.

- Extracts from the studies concluded that:

- 3% of consumers polled said they believe they have some control over their online reputation, but less than half consider their reputation every time they post information. Only 32% say they consider the reputations of others.

- 47% of UK employers use publicly available online information when examining potential job candidates compared to 79% in the US and 59% in Germany.

- 41% of employers in the UK have rejected candidates based on their online reputation. This rises to 70% in the US. Only 9% of candidates in the UK think prospective employers do this.

- Mostly employers use search engines (78%) or social networking sites (63%)

- The most common reason (57%) that a candidate was rejected in the UK because of information available online was through 'inappropriate comments or text written by the candidate'. In the US the highest (58%) was concerns about the candidates lifestyle

- Other examples of reasons for rejection in the UK were:

- 51% unsuitable photos or video

- 40% comments criticising previous employers, co-workers or clients

- 37% inappropriate comments posted by colleagues or work acquaintances

- 35% inappropriate comments posted by friends or relatives

- 33% membership of certain groups

- 18% concern about the candidates financial background

KCSIE (2021)

Part 1 Paragraph 24

"All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content"

Slide 31

Minutes 70 – 72

- Online safeguarding is forming a larger part of how we need to keep children safe from harm and therefore permeates some of the most important documents that we use to underpin our practice. For example, KCSIE 2021 states: (see slide)

Slide 32

Minutes 72 – 74

- Not only should there be policies that relate specifically to online safety, but aspects should be found across all policies. For example, the staff behaviour policy should make explicit mentioned of online safeguarding and online safety should be a part of the staff training programme.

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