OASIS ONLINE SAFETY CURRICULUM POLICY

September 2020

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1.0   Introduction

OCL is committed to developing the character and competence of every student, in line with our Oasis 9 Habits, in pursuit of all students receiving an exceptional education. The central purpose of Oasis is to transform communities so that they are safe and healthy places to be and to live. Educating students so that they understand how to keep themselves safe online is a key part to our highly effective safeguarding strategy.

We aim to promote the development of safe and appropriate long-term behaviours, to ensure students keep themselves safe online and learn to take responsibility for their own behaviour and choices, understanding the impact they have on others.

2.0   What is this policy about?

In brief

The policy explains what academies must do to ensure that their students understand how to stay safe and behave effectively online.

We want schools to equip their students with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

It is important to teach students about the underpinning knowledge and behaviours that can help them to navigate the online world safely and confidently regardless of the device, platform or app.

In more detail

From summer 2021, Relationships Education will be compulsory for all primary aged students, Relationships and Sex Education will be compulsory for all secondary aged students and Health Education will be compulsory in all state-funded schools in England.

Through these new subjects, students will be taught about online safety and harms. This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their students' lives.

This will complement the computing curriculum, which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that students face.

There are also other curriculum subjects which include content relevant to teaching students how to use the internet safely. For example, citizenship education covers media literacy - distinguishing fact from opinion as well as exploring freedom of speech and the role and responsibility of the media in informing and shaping public opinion.

A key objective of this policy is to set a realistic programme for delivering online safety lessons to a set timetable with age appropriate content for each year group, at each Key Stage. It is the responsibility of each academy to draw up a completed curriculum mapping of where the content outlined in the Oasis Online Safety Curriculum Guidance Notes will be covered.

This policy will ensure that Oasis' online safety support, implementation, management and operation of the Oasis IT systems is in compliance with applicable Data Protection Regulations, E-Safety requirements and Safeguarding policy.

3.0   Who is this policy for?

This policy is for the National Education Team, academy leaders, subject leaders and teachers. Oasis students, their parents and carers will also be impacted by the statements within the policy.

4.0 Policy Statement

4.1 Management of the Online Safety Curriculum

4.1.1   Online safety curriculum leadership
Leadership of online safety curriculum should not be given to the teacher leading Computing. This role must go to a senior leader with an overview of the academy's curriculum. This leader must ensure that they work hand in hand with the DSL to ensure that all statutory requirements are fully in place.

4.1.2   Curriculum planning
Teaching on online safety should generally be built into existing lessons across the curriculum, covered within specific online safety lessons and/or school wide approaches. Teaching must always be age and developmentally appropriate.

4.1.3   Documented curriculum mapping
Each academy must have a clear, documented curriculum mapping for delivering online safety curriculum in each year group based on the content of the Oasis Online Safety Guidance Notes. The curriculum mapping should indicate the content that will be covered, when during the academic year the sessions will take place, if they are within specific subjects or specific events planned to support the knowledge and experience.

4.1.4   The curriculum mapping will be agreed with the academy Regional Director.

4.2 Academy wide approach

4.2.1   Whole-school approaches are likely to make teaching more effective than lessons alone. A whole academy approach is one that goes beyond teaching to include all aspects of school life, including culture, ethos, environment and partnerships with families and the community.

4.2.2   To truly embed teaching about online safety and harms within a whole school approach, in practice, this means an academy must:

4.2.2.1   Create a culture that incorporates the principles of online safety across all elements of academy life. The principles should be reflected in the academy's policies and practice where appropriate, and should be communicated with staff, students and parents / carers. It will also include reflecting online behaviours in the academy's behaviour and bullying policies. Students should be just as clear about what is expected of them online as offline.

4.2.2.2   Proactively engage staff, students, parents or carers in academy activities that promote the agreed principles of online safety. Involving the co-design of programmes to ensure the academy captures information from parents / carers and students about their experience of emerging issues they are hearing about or facing online creates an atmosphere of trust.

4.2.2.3   Ensure staff have access to up to date appropriate training/CPD and resources, so that they are confident in covering the required content in a way that is relevant to their students' lives. Establishing an item on staff meeting agendas to cover

developments in online safety, led by the Online Safety Lead creates a structured approach to distributing updates.

4.2.2.4 Reinforce what is taught in lessons or events by taking appropriate and consistent action when a student makes a report of unacceptable online behaviours from another student, including cyberbullying, or shares a concern about something they have seen online

4.2.2.5 Model the online safety principles consistently. This includes expecting the same standards of behaviour whenever a student is online at the academy - be it in class, logged on at the library or using their own device in the playground.

4.2.2.6 Extend support to parents / carers, so they are able to incorporate the same principles of online safety at home.

4.3 Online Safety Curriculum content

4.3.1 This section outlines the content of the Online Safety Curriculum that must be covered.

4.3.2 The Oasis Online Safety Curriculum Guidance Notes provide a breakdown by category, and by age appropriate criteria.

4.3.3 Full details of the scope for each of the defined content areas can be found in the Oasis Online Safety Curriculum Guidance Notes.

4.3.4 The Oasis Online Safety Curriculum Guidance Notes will be frequently updated as new content becomes available. The Academy Lead for Online Safety will be informed of updates and changes as they are made to the document(s) and must update the academy curriculum mapping in line with changes.

4.3.5 Due to the frequency of change required to maintain up to date content for the online safety curriculum access to resources such as the Safer Schools App, with its on-line safety support, and the CEOPS reporting tool has been made available to pupils, parents/carers and staff through Oasis Horizons.

4.3.6 The content areas that are to be mapped by an academy are:

4.3.6.1 Underpinning knowledge and behaviours.
4.3.6.2 How to navigate the internet and manage information
4.3.6.3 Managing information online
4.3.6.4 Copyright and ownership
4.3.6.5 Privacy and security
4.3.6.6 Online relationships
4.3.6.7 Self-image and identity
4.3.6.8 Online reputation
4.3.6.9 Health, well-being and lifestyle
4.3.6.10 Personal safety

4.4 Vulnerable students

4.4.1 Any student can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. However, there are some students, for example looked after children and those with special educational needs, who may be more susceptible to online harm or have less support from family or friends in staying safe online. Schools should consider how they tailor their offer to ensure these students receive the information and support they need.

4.4.2 Resources have been outlined within the Oasis Online Safety Curriculum Guidance Notes to support an academy wide approach.

4.4.3 Students who identify within marginalised groups such as the LGBTQ+ community, may place themselves at additional vulnerability in trying to find like-minded peers and inadvertently contact older adults.

4.5 Teaching about online harms and risks in a safe way

4.5.1   As with any safeguarding lessons or activities, it is important that schools consider the topic they are covering and the potential that a child (or more than one child) in the class may be suffering from online abuse or harm in this way.

4.5.2   an academy must create a safe environment in which students feel comfortable to say what they feel. If a student thinks they will get into trouble and/or be judged for talking about something which happened to them online, they may be put off reporting it and getting help.

4.5.3   Where schools are already aware of a child who is being abused or harmed online, they should carefully plan any lesson to consider this, including not drawing attention to that child in a way that would highlight or publicise the abuse. It is important that consultation with the Designated Safeguarding Lead (or a deputy) when considering and planning any safeguarding related lessons or activities (including online) as they will be best placed to reflect and advise on any known safeguarding cases, and be able to support any students who may be especially impacted by a lesson.

4.5.4   In some cases, a student will want to make a disclosure following a lesson or activity. The lesson may have provided the knowledge that enabled the students to realise they are being abused or harmed and/or give them the confidence to say something. This is why it is essential all students are clear what the school's reporting mechanisms are. As outlined in "Keeping Children Safe in Education 2020" those mechanisms should be child friendly and operate with the best interests of the student at their heart.

5.0 The requirements that apply to this policy

This policy should be read in conjunction with the following policies:
- The Oasis Data Protection Policy
- Oasis Community Learning Child Protection and Safeguarding Policy
- Oasis Community Learning E-Safety Policy
- Oasis Community Learning Acceptable Use of Technologies Policy
- Oasis Community Learning Use of Email Policy
- The Oasis IT Security Policy
- The Oasis Confidentiality Policy
- Oasis Horizons Device Policy

Applicable Legislation, Guidance and References
- The DfE document Teaching online safety in schools
- The DfE Relationships and sex education (RSE) and health education
- The statutory programmes of study and attainment targets for Citizenship at KS3 and KS4
- The National Curriculum for Computing
- Education for a Connected World – 2020 edition – a framework to equip children and young people for digital life
- Keeping Children Safe in Education (2020)
- CEOP Thinkuknow Programme
- National Centre for Computing Education (NCCE)

6.0 RACI matrix

"R" for anyone who is "Responsible" for a task listed in the policy, an "A" for anyone who is "Accountable", a "C" for anyone who must be "Consulted" under the policy and "I" for anyone who must be "Informed" about aspects of the policy.

Policy Element		Leadership			Academy		
	Board	OCL CEO	OCL COO	Regional Director	Academy Principal	Online safety lead	DSL
Plan in place for the delivery of the online safety curriculum				A	A	R	C
Online safety lead is in place				A	R		
Curriculum is planned with support of the DSL				A	R	R	C
Parents are informed about online safety				A	A	R	C
Pedagogy approach to the delivery of online safety is agreed and implemented				A	R	C	C
Guidance document for planning online safety is used to ensure coverage of the online safety suggested curriculum				A	A	R	C
Teaching and support staff receive training and updates on the online safety curriculum				I	R	R	C

Document Control

Changes History

Version	Date	Owned and Amended by	Recipients	Purpose
0.2	October 2020	C Chamberlain / Liz Hankin	All Principals and NET	Ensuring all leaders understand the content and delivery of the online safety curriculum

Policy Tier

☐ Tier 1

☒ Tier 2

☐ Tier 3

☐ Tier 4

Owner

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Approvals

This document requires the following approvals.

Name	Date Approved	Version
Directors Meeting	19.10.20	V0.2

Position with the Unions

Does the policy or changes to the policy require consultation with the National Unions under our recognition agreement?

☐ Yes

☒ No

If yes, the policy status is:

☐ Consulted with Unions and Approved

☐ Fully consulted (completed) but not agreed with Unions but Approved by OCL

☐ Currently under Consultation with Unions

☐ Awaiting Consultation with Unions

Date & Record of Next Union Review

Location

Tick all that apply:

☐ OCL website

☐ Academy website

☒ Policy portal

☐ Other: state

Customisation

☒ OCL policy

☐ OCL policy with an attachment for each academy to complete regarding local arrangements

☐ Academy policy

☐ Policy is included in Principals' annual compliance declaration

Distribution

This document has been distributed to:

Name	Position	Date	Version
All OCL Principals	Principal		