Keeping Safe Online

GG Assessment tool and Acceptable Use Agreement

Information & Guidance for Teachers

As a society technology and social media is progressing at a rapid rate. These advancements provide exciting opportunities for our young people, but also without the appropriate guidance, support and teaching in place to safeguard, use of technology can put our young people at risk of serious harm.

We recognize that as a school many of our young people, due to their learning disability, will not be accessing these platforms independently and therefore are protected from such risks. However, for those developing higher level Functional skills, these risks are amplified and as such we have created the Keeping Safe Online Curriculum to support students and families. The Keeping Safe Online Curriculum is based on materials and guidance from the National Online Safety forum and fulfills the statutory online safety safeguarding duties outlined in the Keeping Children Safe in Education (KCSIE) guidance (Sept 2022).

Pupils will begin accessing taught Online Safety as part of their tier 2 PSHE blocks in key stage 4 & 5. (Prior to this time, pupils use of technology will always be facilitated by others and therefore risks can be managed proportionately). Within the PSHE Curriculum blocks, one of the 10 areas of online safety at GG will feature each term, with specific learning outcomes covered and key information for parents shared alongside.

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Pupils who have achieved GGA10 of the Functional Literacy and Functional ICT assessments, will have developed the functional skills to begin to access technology without support. For these pupils, we have therefore created the "Glyne Gap Keeping Safe Online assessment" to be completed alongside the Functional ICT GGA, and used to support the teaching of Online Safety to individual pupils. Assessments are designed to identify potential gaps in knowledge and inform planning for supporting pupils to manage their own online safety. Assessments should be used inform learning targets, which are then included in pupils IEPs and assessed in line with the whole school T&L & AR&R policies.

The assessment is not hierarchical and any of the learning steps can be worked on at any time, however the level of support required should determine the opportunities have for independence in use of technology.

Assessments are broken up into 10 broad areas of Online safety, with small step outcomes identified within each area. Each outcome is assessed based on the level of support the individual required for each step.

Assessments are shared with parents as part of pupils AR meetings and next steps and agreed control measures written and implemented for the individual based on pupils understanding demonstrated in this assessment. Control measures are included are shared across settings and agreed by school/student/families, to support independence and safety online.

Pupils achieving GGA10 and moving onto the Keeping Safe Online assessment in order to begin to access technology independently, must also sign the GG Acceptable Use Agreement, which outlines how they must conduct themselves when using devices, with the understanding if they break the rules of the agreement, it may result in them being unable to access technology in school.

Keeping Safe Online GG Assessment

For

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Date started:

Key Area of Focus for keeping safe online	Key Learning Outcomes	Level of support *(please date when achieved)*			Control measures in place
		In structured teaching discussion	*With support*	*Independently*	*To be reviewed annually at AR meeting and new/ changes to control measures to be added and dated*
1 Password protection	i) I can use a password to keep my device secure				*e.g. Student accesses device using fingerprint technology and trusted adult manages all other passwords.*
	ii) I know how to keep my password safe				
	iii) I know not to share my passwords with others on or offline				
	iv) I know who my trusted adults are to ask for help to set up new passwords are ok to know my password to help me online				
2 Parental Controls	i) I know what parental controls are and the importance of these to keep me safe online, including asking my family for these to be set up on new devices.				*e.g. Trusted adult sets up device. Students learning disability protective factor as unable to amend these settings independently.*
	ii) I can follow the parental control settings set up on my phone, and understand I should not attempt to change these.				
3 Age Ratings	i) I can identify age restriction ratings on apps, games and social media platforms.				*e.g. taught PSHE sessions. Trusted adults regularly check device to see what is being downloaded/ accessed.*
	ii)I understand why age restrictions are important and follow their guidance.				
4 Keeping my device safe and private	i)I know what location settings are and when and why these need to be turned off/on.				*e.g. taught PSHE sessions. Device set up by trusted adult.*
	ii)I know to only use secure WiFi networks that are known to me				

		iii)I know to only pair my phone via Bluetooth with devices that are known to me				
		iv)I know not to lend my phone to strangers or leave it where others can use it				
		v)I know to keep my device hidden from sight to avoid it being stolen or broken into.				
5	Sharing Personal Information	i)I know what information about me is considered personal information				*e.g. Parents accepted as friends on social media platforms. Parents look at students social media accounts regularly.*
		ii) I know not to share my personal information with strangers in public or online				
		iii) I know not to accept a friend request from someone I don't know				
		iv) I know not to talk to someone I don't know online				
6	Online Payments	i)I know what in-app purchases are and that they must be paid for with real money				*e.g. No bank details stored on the device. Parents hold passwords for all App purchases.*
		ii) I understand I need to check with my trusted adult before I purchase something online or in an app/ game				
		iii) I can talk about and set myself spending limit when making purchases online				
		iv) I can safely access online banking using my device, following the relevant password protections to do so				
7	Device Dependency & Screen Time	i)I understand why too much screen time is bad for me and can set time limits on using my devices and follow these calmly				*e.g. PSHE targets included in tier 1 IEP.*
		ii)I can set time restrictions on my use of my devices during the day including having appropriate bedtime routines				
		iii)I ensure I "unplug" on a regular basis throughout the day including have opportunity for family time/ time outdoors				
		iv)I know when it is an appropriate time to use my device and when I should not use it				
		v)I remain aware of my environment and surroundings when out in the community e.g. not to using my phone whilst walking/ crossing the road, finding somewhere safe to stop to text.				

8	Use of Social media / Chatroom forums	i)I ask for help before opening any new social media accounts I wish to use including turning on privacy settings, ensuring I meet the age requirements, etc.				*e.g. PSHE targets included in tier 1 IEP. Parents accepted as friends on social media platforms. Parents look at students social media accounts regularly.*
		ii)I know to only accept friend request from people I know.				
		iii)I understand anything I post on social media e.g. photos/ text/ video (including in DMs (direct messages)) is the same as displaying on posters for everyone to see and that once it is posted it is permanent and can always be viewed by others				
		iv)I understand why oversharing is dangerous and only post/share information/pictures about myself that I am happy for other people to know/view.				
		v)I know that I should not be pressured into sharing personal information/ locations and to talk to a trusted adult if I am asked to do so.				
		vi)I know that I must ask others permission before I post information of them or tag them on social media				
		vii)I know that likes and comments online are not a representation of my true friendships and I should not become overly focused on these.				
		viii)I know to take regular breaks from social media/gaming and spend time with friends offline.				
		ix)I know that I should treat others with respect online in the same way I would in person				

		x)I know it is never ok to be asked to keep a friend online 'a secret' and should tell a trusted adult immediately				
		xi)I know what to do if someone is making me feel uncomfortable online				
9	Use of Photo/ Videos	i)I know that I should not be pressured into sharing photos of myself and to talk to a trusted adult if I am asked to do so.				*e.g. Taught RSE sessions*
		ii)I know that I must ask others permission before I post photos of them on social media				
		iii)I know that sharing photos in DMs can still be screen shot and kept/ redistributed				
		iv)I know posting or sharing photos of my own or others private body parts is illegal				
		v)I know that some images online are edited and do not give a true picture of what someone is like in real life				
10	Reporting a problem	i)I can identify what kind of problems I might come up against online				*e.g. Taught PSHE sessions. Information shared with parents*
		ii)I can identify when I might need to talk to someone about something that I have seen online.				
		iii)I know who I can talk to if I have a problem/ something has made me feel uncomfortable online				
		iv)I know what Zip it, Block it, Flag it means and can follow this guidance if something makes me feel uncomfortable online				

Teaching materials to support the delivery of these aspects of the Curriculum can be found on the National Online Safety website: www.nationalonlinesafety.com