DIGITAL SAFETY POLICY

Policy last reviewed: August 2024
Date: August 2025

Introduction
Online safety in education is of paramount importance. As the online world evolves, so do both the online harms and risks facing our learners and the relevant legislation, both statutory and non-statutory, which directs and guides how educational establishments should meet their online safety requirements.

North Lancs Training Group (NLTG) Staff and Board Members play a vital role in setting an example for the whole community and are central to implementing policy and process. It is imperative that NLTG's community approach to online safety is adopted and that all stakeholders are aware of their responsibilities and duties in relation to keeping learners safe online. This will support a robust online safety ethos and ensure that NLTG are providing the best online safety provision it possibly can.

This policy is applicable to all members of NLTG. This includes staff, learners, volunteers, parents / carers, visitors, and community users who have access to and are users of NLTG digital technology systems, both internally and externally within the home and community setting.

NLTG is a member of The National College which provides up to date information, access to resources and training related to online safety for staff, learners and parents.

1. Intent
NLTG asserts that online safety is an essential element of safeguarding and duly acknowledges its statutory obligation to ensure that all learners and staff are protected from potential online harm.

NLTG believes that the internet and associated devices are an integral part of everyday life.

NLTG recognises that all learners should be empowered to build resilience and to develop strategies to recognise and respond to online risks.

2. Scope
Online safety is an omnipresent topic which requires recurrent regulatory review and places a stringent duty of care on us all. This policy supports educational establishments in meeting statutory requirements as per the DfE guidance under KCSIE (2023). Effective, timely and robust online safety is fundamental to protecting young people in education and it is a significant part of the safeguarding agenda.

High quality online safety provision requires constant vigilance and a readiness to act where abuse, exploitation or neglect is suspected. The landscape of safeguarding is constantly evolving, and educational establishments must endeavor to embrace and shape their key priorities in support of this. Education has a vital role to fulfil in protecting learners from forms of online abuse whilst demonstrating a concerted obligation to respond with haste and flexibility to concerns as they arise. Above all, all staff must foster dedication to ensuring that they listen to the voices of the vulnerable and act upon what is heard. Safeguarding is everyone's responsibility.

Defining online abuse: "Online abuse is any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones" (NSPCC, 2019).

Hidden harms – types of online abuse may include:
- Cyberbullying
- Emotional abuse
- Grooming
- Sexting
- Sexual abuse
- Sexual exploitation
- Sexual harassment

The types, patterns and different circumstances of significant harm and abuse should be considered within

the categories identified for children in the Children Act 1989 / 2004.

These are:
- Neglect
- Sexual
- Physical
- Emotional

Technology can facilitate a world of learning and development in addition to help yield a range of opportunities. However, the stark reality is that it can also present a window to potential and actual harm and abuse. It can elicit and support an array of illegal abusive behaviours including, but not limited to:
- harassment
- stalking
- threatening behaviour
- creating or sharing child sexual abuse material
- inciting a child to sexual activity
- sexual exploitation
- grooming
- sexual communication with a child
- causing a child to view images or watch videos of a sexual act.

This policy should be read alongside the relevant policies relating to safeguarding of the NLTG community and in addition to the associated statutory legislation and guidance as contained on the company intranet.

3. Roles and Responsibilities
The following sections details the online safety roles and responsibilities of all stakeholders across the online community within NLTG.

4.1 The Board and Senior Leadership Team are:
A Board members SMT's role for online safety within NLTG includes:
- Upholding online safety as a safeguarding issue which is embedded across the NLTG community.
- Ensuring that learners are provided with a safe environment in which to learn and develop.
- Ensuring that NLTG has appropriate filters and monitoring systems in place.
- Ensuring NLTG has effective policies and training in place.
- Ensuring risk assessments are completed on the effectiveness of filtering and monitoring systems.
- Auditing and evaluating online safety practice.
- Ensuring there are robust reporting channels.

r
4.2. Designated Safeguarding Lead (DSL) / Safeguarding Office
With respect to online safety, it is the responsibility of the DSL / DSO to:
- Ensure learners are being appropriately taught about and know how to use the internet responsibly.
- Ensure tutors and parents are aware of measures to keep learners safe online through relevant training provision.
- Take responsibility for all safeguarding matters, including online safety.
- Facilitate effective record keeping and the reporting and monitoring of all online safety concerns.
- Promote online safety and the adoption of a whole NLTG approach.
- Maintain own training and learning needs, ensuring they are up to date with all matters relating to online safety.

4.3 Staff
All members of staff (teaching and non-teaching) have a responsibility to protect learners online and the NLTG community. All staff must always act in accordance with their own professional boundaries, upholding professional behaviour and conduct at all times.

All staff need to:
- Be aware of and adhere to all relevant policies in NLTG which support online safety and safeguarding.
- Contribute to policy development and review.
- Support in the ownership and responsibility for the security of systems and the data accessed.

- Model good practice when using technology.
- Know the process for making referrals and reporting concerns.
- Know how to recognise, respond and report signs of online abuse and harm.
- Receive appropriate safeguarding training.
- Always act in the best interests of the learner.
- Be responsible for their own continuing professional development in online safety.

4.4. Learners

With respect to online safety in NLTG, learners need to:
- Know who the Safeguarding Team is
- Engage in age-appropriate online safety education opportunities.
- Contribute to policy development and review.
- Read and adhere to online safety policies.
- Respect the feelings of others, both off and online.
- Take responsibility for keeping themselves and others safe online.
- Know where and how to find help with any online incidents or concerns.
- Know how, when and where to report concerns and when to seek help from a trusted adult.

NLTG uses a number of resources to engage with learners that is age appropriate both within the curriculum and learning opportunities such as education on Healthy Relationships. The specifics of this include:
- Self-image and identity
- Online Safety Policy
- Online relationships
- Online reputation
- Online bullying
- Managing online information
- Health, wellbeing and lifestyle
- Privacy and security
- Copyright and ownership

4.5. Parents and Carers

Parents and carers need to understand the risks that children face online to protect them from online dangers. Parents / carers need to:
- Read and adhere to all relevant policies.
- Be responsible when taking photos/using technology at NLTG events.
- Know who the NLTG DSL / DSO's are.
- Know how to report online issues.
- Support online safety approaches and education provision.
- Be a role model for safe and appropriate behaviour.
- Identify changes in young people's behaviour that could indicate they are at risk of online harm or abuse.

5. Education and Training

Safeguarding activity across the United Kingdom (UK) continues to intensify in volume and intricacy with national influences relating to political uncertainty, a rise in poverty, an increase in the ageing population, sustained funding pressures and increased demand for child and adult services.

Furthermore, a commitment to ensuring the provision of an integrated and highly robust safeguarding service for all ages is essential. Effective online safety provision and promotion of the welfare of learners and vulnerable adults relies upon constructive relationships that are conducive to robust multi-agency partnership working. This can only be effective when all staff are knowledgeable, confident and equipped with the skills to deal with processes and procedures when concerns arise relating to online abuse or harm.

Online safety has a high emphasis on a competent well-established workforce, up to date policies and procedures, robust governance arrangements and collaborative practices. Types of online risk usually fall under one of four categories

Contact: Contact from someone online who may wish to bully or abuse a learner. This could also include online grooming, online harassment or activities of a commercial nature, including tracking and harvesting

person information.

Content: Inappropriate material available to learners online including adverts, spam, sponsorship, personal info, violent or hateful content, pornographic or unwelcome sexual content, biased materials, racist materials, and misleading information or advice.

Conduct: A learner may be the perpetrator of activities including illegal downloading, hacking, gambling, financial scams, bullying or harassing another learner. They might create and upload inappropriate material or provide misleading information or advice.

Commerce: Risks associated with online gambling, phishing or financial scams. NLTG seeks to support learners who are affected by these issues and educate learners so that incidents are minimised in and outside of NLTG.

5.1   Learners
NLTG promotes safe and responsible internet use through:
- Education regarding safe and responsible use and access of the internet.
- The inclusion of online safety in learning sessions.
- The reinforce of online safety messages during curriculum delivery.

NLTG will support a learner's understanding based on age and ability through:
- Acceptable use posters in appropriate places across all campuses.
- Informing all learners of monitoring and filtering in place.
- Implementing peer education strategies.
- Providing continuous training and education as part of their transition into NLTG and beyond.
- Using alternative, complementary support where needed.
- Seeking learner voice through surveys, feedback and team meetings.

5.2   Vulnerable Learners
Vulnerable people who need our help the most are not only missing out on opportunities to flourish online but are often experiencing the very worst that the online world can be. It is understood that there are over 2 million children in England who are living in families with complex needs. Many children are living in families with domestic abuse, parental substance abuse and mental health problems.

NLTG recognises that some learners are more vulnerable due to a range of factors. Those learners may be:
- Receiving statutory care or support.
- Known to have experienced specific personal harm.
- With a disability, ill-health or developmental difficulties.
- In households or families with characteristics or locations that indicate higher potential likelihood of current and future harm.
- Vulnerable or of concern by virtue of their identity or nationality.
- At risk in relation to activity or institutions outside the home.
- Caring for others.

NLTG will ensure the effective and safe provision of tailored online safety education and obtain input and advice from specialist staff/agencies as deemed necessary.

5.3   Staff
To ensure staff can respond appropriately NLTG shall:
- Ensure provision of robust policies and practices as part of induction and ongoing training provision.
- Provide up to date online safety training at least annually or more in line with legislative and statutory changes and/or online safety incidents arising.
- Ensure training will include recognition of risks and responding to concerns.
- Inform of monitoring and filtering processes.
- Make staff aware that their online conduct outside of work can impact upon their professional role and responsibilities.
- Advise of appropriate resources.
- Ensure that all staff are aware of procedures to follow in recognising, responding to and reporting online safety concerns. The specifics of are which are detailed in the appendices below.

5.4   Parents and carers

To ensure parents and carers are able to respond appropriately NLTG shall:
- Recognise and cultivate the essential role parents and carers have in fostering safer online safety practices in young people.
- Ensure provision of resources, support and advice.
- Ensure provision and adherence to online safety policies and other policies of relevance.
- Advise of how and when to raise concerns.
- Provide details of all relevant contacts via the intranet, welcome packs etc, i.e. Tutor, SG DSO / DSL.

6.0   Cultivating a safe environment

All staff should be aware of indicators, which may signal that learners are at risk from, or are involved with serious violent crime. These may include increased absence from NLTG / workplace settings, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that learners have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Learners should be educated in an age-appropriate way around:
- How to evaluate what they see online.
- How to recognise techniques for persuasion.
- Their online behaviour.
- How to identify online risks.
- How and when to seek support.

6.1.   Evaluate: How to evaluate what they see online

This will enable learners to make judgements about what they see online and not automatically assume that what they see is true, valid, or acceptable.

NLTG will help learners in curriculum sessions and through membership of the National Online College and other NLTG resources consider questions including:
- Is this website/URL/email fake? How can I tell?
- What does this cookie do and what information am I sharing?
- Is this person who they say they are?
- Why does someone want me to see this?
- Why does someone want me to send this?
- Why would someone want me to believe this?

6.2.   Recognise: How to recognise techniques used for persuasion

This will enable learners to recognise the techniques that are often used to persuade or manipulate others. A strong grasp of knowledge across many areas makes people less vulnerable to these techniques and better equipped to recognise and respond appropriately to strongly biased intent or malicious activity.

NLTG will help learners to recognise:
- Online content which tries to make people believe something false is true and/or mislead (misinformation and disinformation).
- Techniques that companies use to persuade people to buy something.
- Ways in which games and social media companies try to keep users online longer (persuasive/sticky design).
- Criminal activities such as grooming.

6.3.   Online Behaviour

This will enable learners to understand what acceptable and unacceptable online behaviour looks like. NLTG will teach learners that the same standard of behaviour and honesty applies online and offline, including the importance of respect for others. NLTG will also teach learners to recognise unacceptable behaviour in others.

NLTG will help learners to recognise acceptable and unacceptable behaviour by:
- Looking at why people behave differently online. For example, how anonymity (you do not know me) and invisibility (you cannot see me) affect what people do.
- Looking at how online emotions can be intensified resulting in mob mentality.

- Teaching techniques (relevant on and offline) to defuse or calm arguments (for example, a disagreement with friends) and disengage from unwanted contact or content online; and
- Considering unacceptable online behaviours often passed off as so-called social norms or just banter. For example, negative language that can be used, and in some cases is often expected, as part of online gaming and the acceptance of misogynistic, homophobic and racist language that would never be tolerated offline.

6.4. Identify: How to identity online risks

This will enable learners to identify possible online risks and make informed decisions about how to act. This should not be about providing a list of what not to do online. The focus should be to help learners assess a situation, think through the consequences of acting in different ways and decide on the best course of action.

NLTG will help learners to identify and manage risk by:
- Discussing the ways in which someone may put themselves at risk online.
- Discussing risks posed by another person's online behaviour.

- Discussing when risk taking can be positive and negative.
- Discussing "online reputation" and the positive and negative aspects of an online digital footprint. This could include longer-term considerations; i.e. how past online behaviours could impact on their future when applying for a place at university or a job for example.
- Discussing the risks vs the benefits of sharing information online and how to make a judgement about when and how to share and who to share with.
- Asking questions such as what might happen if I post something online? Who will see it? Who might they send it to?

6.5. How and when to seek support

This will enable learners to understand safe ways in which to seek support if they are concerned or upset by something they have seen online.

NLTG will help learners by:
- Helping them to identify who trusted adults are.
- Looking at the different ways to access support from the school, police, the National Crime Agency's Click CEOP reporting service for children and 3rd sector organisations, such as Childline and the Internet Watch Foundation. This links to wider school policies and processes around reporting of safeguarding and child protection incidents and concerns to school staff (see for example Appendix D of the NLTG Safeguarding policy).
- Helping them to understand that various platforms and apps will have ways in which inappropriate contact or content can be reported.

7. Remote working guidance

NLTG has guidance for staff delivering remote learning sessions with learners along with a learner code of conduct for accessing remote learning. This guidance is regularly reviewed and updated and communicated to staff and learners.

8. Responding to Online Safety Concerns

The safety of a learner is of paramount importance. Immediate action may be required to safeguard investigations and any other persons. Any concern that learners may be at risk of harm or abuse must immediately be reported. Reputational issues must be managed appropriately by discussion with the relevant communications team.

Online safety is recognised as part of NLTG's safeguarding responsibilities – the DSL / DSO should take lead responsibility for online safety concerns which should be recorded and actioned. Learners will be enabled (at a level appropriate to their age and ability) to share online concerns.

NLTG utilizes Sophos filtering services to safeguard internet use alongside monitoring software called Securus. These programs are continuously updated to ensure emerging content concerns are appropriately filtered and reviewed. Real time alerts are generated and sent to the DSO's which are reviewed and graded with the appropriate action taken. These instant notifications enable an immediate response to any concerning use of the internet for both staff and learners. The software also provides a number of reporting mechanisms to identify trends etc.

9.   Responding to Complaints

There are a number of sources from which a complaint or allegation might arise, including those from:

- A child or young person.
- An adult.
- A parent/carer.
- A member of the public (including a friend or relative).
- A colleague.

There may be up to three components in the consideration of an allegation:

- A police investigation of a possible criminal offence.
- Enquiries and assessment by children's social care or adult social care relating to whether a child, young person or adult at risk is in need of protection or
- services.
- Consideration by an employer of disciplinary action in respect of the individual
- (including suspension).

It is also the responsibility of the member of staff to inform a Senior Manger if they are being investigated in relation to children, young people or vulnerable adults with respect to safeguarding concerns outside of work. They should also report if their own children/stepchildren/children they are living with become subject to child protection matters or an adult related to them or living with them become subject to safeguarding / child protection concerns.

10.   References

Department for Education (DfE) (2022) Keeping Children Safe in Education: statutory guidance for schools and colleges. London: DfE incorporating statutory legislation.

11.   Links with other policies and practices

- Whistleblowing
- Dignity and Respect Policy
- Social Media
- Safeguarding Policy
- Prevent
- Acceptable Use Policies
- Learner Code of Conduct
- Mobile Phone Policy
- Data Protection Policy
- Remote Learning Policy

12.   Disclaimer

Every effort has been made to ensure that the information contained within this policy is up to date and accurate and reflective of the latest legislative and statutory guidance. If errors are brought to our attention, we will correct them as soon as is practicable.

Appendix A

7. **Procedures for responding to specific online incidents or concerns**

7.1 **Responding to concerns regarding Youth Produced Sexual Imagery or "Sexting"**

- NLTG ensure that all members of the community are made aware of the potential social, psychological and criminal consequences of sharing, possessing and creating youth produced sexual imagery (known as "sexting").

- NLTG will implement preventative approaches via a range of age and ability appropriate educational approaches for learners, staff and parents / carers.

- NLTG views "sexting" as a safeguarding issue and all concerns will be reported to and dealt with by the DSL / DSO.

- If NLTG is made aware of an incident involving creating youth produced sexual imagery NLTG will:
  - o Act in accordance with NLTG's Safeguarding Policy.
  - o Immediately notify the DSL / DSO.
  - o Store the device securely.
  - o Carry out a risk assessment in relation to the learners(s) involved.
  - o Consider the vulnerabilities of learners(s) involved (including carrying out relevant checks with other agencies).
  - o Make a referral to learners' social care and / or the Police (as needed / appropriate).
  - o Put the necessary safeguards in place for learners e.g. offer counselling support, immediate protection and offer appropriate pastoral support for those involved.
  - o Implement appropriate sanctions in accordance with NLTG policies and procedures whilst taking care not to further traumatise victims where possible.
  - o Review the handling of any incidents to ensure that NLTG is implementing best practice and that the senior management team review and update any management procedures where necessary.
  - o Inform parents / carers about the incident and how it is being managed.

- NLTG will not view any images suspected of being youth produced sexual imagery unless there is no other possible option or there is a clear need or reason to do so (in these cases the image will only be viewed by the DSL / DSO).

- NLTG will not send, share or save content suspected to be an indecent image of children and will not allow or request children to do so.

- If an indecent image has been taken or shared on NLTG network's or devices, then NLTG will take action to block access to all users and isolate the image.

- NLTG will take action regarding creating youth produced sexual imagery, regardless of the use of NLTG equipment or personal equipment, both on and off the premises.

- NLTG will ensure that all members of the NLTG community are aware of sources of support regarding youth produced sexual imagery.

Appendix B

9.2. Responding to concerns regarding Online Child Sexual Abuse and Exploitation

- NLTG will ensure that all members of the NLTG community are made aware of online child sexual abuse, including exploitation and grooming including the consequences, possible approaches which may be employed by offenders to target children and how to respond to concerns.
- NLTG will implement preventative approaches for online child sexual abuse via a range of age and ability appropriate educational approaches for learners, staff and parents / carers.
- NLTG views online child sexual abuse as a safeguarding issue and all concerns will be reported to and dealt with by the DSL / DSO.
- If NLTG is unclear if a criminal offence has been committed, then the DSL / DSO will obtain advice immediately through the Local Authority Designated Officer (LADO) or The Police.
- If NLTG is made aware of intelligence or information which may relate to child sexual exploitation (on or offline) then it will be passed through to the Police by the DSL.
- If NLTG are made aware of incidents involving online child sexual abuse of a learner / child then NLTG will:
  - o Act in accordance with NLTG's Safeguarding / Child Protection Policy and the relevant statutory procedures as per KCSIE.
  - o Immediately notify the Designated Safeguarding Lead / Officer.
  - o Store any devices involved securely.
  - o Immediately inform The Police via 101 (using 999 if a learner / child is at immediate risk).
  - o Where appropriate NLTG will involve and empower leaners to report concerns regarding online child sexual abuse e.g. using the Click CEOP report form: www.ceop.police.uk/safety-centre/
  - o Carry out a risk assessment which considers any vulnerabilities of learners(s) involved (including carrying out relevant checks with other agencies).
  - o Make a referral to Children's Social Care (if needed / appropriate).
  - o Put the necessary safeguards in place for learners(s) e.g. offer / arrange counselling support and immediate protection and offer appropriate pastoral support for those involved.
  - o Inform parents / carers about the incident and how it is being managed.
  - o Review the handling of any incidents to ensure that NLTG is implementing best practice and the senior management team will review and update any management procedures where necessary.
- NLTG will take action regarding online child sexual abuse regardless of the use of NLTG equipment or personal equipment, both on and off NLTG premises.
- NLTG will ensure that all members of the community are aware of sources of support regarding online child sexual abuse.
- If learners are at other education providers are believed to have been targeted, then NLTG will seek support from the relevant bodies to enable other providers to take appropriate action to safeguarding their community.
- NLTG will ensure that the Click CEOP report button is visible and available to learners via the website and other members of the NLTG community, for example including the CEOP report button on NLTG website homepage and on intranet systems

Appendix C

9.3. Responding to concerns regarding Indecent Images of Children (IIOC)

- NLTG will take action regarding any Indecent Images of Children (IIOC) regardless of the use of NLTG equipment or personal equipment, both on and off the premises.
- NLTG will take action to prevent accidental access of Indecent Images of Children (IIOC) for example using an Internet Service Provider (ISP) which subscribes to the Internet Watch Foundation block list, implementing appropriate web filtering, implementing firewalls and anti-spam software.
- If NLTG is unclear if a criminal offence has been committed, then the DSO / DSL will obtain advice immediately through the LADO and / or The Police.
- If NLTG is made aware of Indecent Images of Children (IIOC) then NLTG will:
  - o Act in accordance with NLTG's safeguarding / child protection policy and the relevant KCSIE procedures.
  - o Immediately notify NLTG's DSL / DSO.
  - o Store any devices involved securely.
  - o Immediately inform appropriate organisations e.g. the Internet Watch Foundation (IWF), The Police via 101 (using 999 if a child is at immediate risk) and / or the LADO (if there is an allegation against a member of staff).
- If NLTG are made aware that a member of staff or a pupil has been inadvertently exposed to indecent images of children whilst using the internet, then NLTG will:
  - o Ensure that the Designated Safeguard Lead / Officer is informed.
  - o Ensure that the URLs (webpage addresses) which contain the suspect images are reported to the Internet Watch Foundation via www.iwf.org.uk .
  - o Ensure that any copies that exist of the image, for example in emails, are deleted.
- If NLTG are made aware that indecent images of children have been found on NLTG electronic devices, then NLTG will:
  - o Ensure that the DSO / DSL are informed.
  - o Ensure that the URLs (webpage addresses) which contain the suspect images are reported to the Internet Watch Foundation via www.iwf.org.uk .
  - o Ensure that any copies that exist of the image, for example in emails, are deleted.
  - o Inform The Police via 101 (999 if there is an immediate risk of harm) and children's social services (as appropriate).
  - o Only store copies of images (securely, where no one else has access to them and delete all other copies) at the request of the Police only.
- If NLTG are made aware that a member of staff is found in possession of indecent images of children on their electronic device provided by NLTG, then NLTG will:
  - o Ensure that the DSL / DSO is informed or another member of staff in accordance with NLTG whistleblowing procedure.
  - o Contact the Police regarding the images and quarantine any devices involved until Police advice has been sought.
  - o Inform the Local Authority Designated Officer (LADO) and other relevant organisations in accordance with NLTG safeguarding / allegations policy.
  - o Follow the appropriate NLTG policies regarding conduct.

Appendix D

9.4. Responding to concerns regarding radicalisation and extremism online

- NLTG will take all reasonable precautions to ensure that young adults are safe from terrorist and extremist material when accessing the internet in NLTG and that suitable filtering is in place through SOPHOS and other monitoring software.
- When concerns are noted by staff that a learner may be at risk of radicalisation online then the DSO / DSL will be informed immediately, and action will be taken in line with the safeguarding policies.
- Online hate content directed towards or posted by specific members of the community will be responded to in line with existing NLTG policies, including harassment, code of conduct etc. If NLTG is unclear if a criminal offence has been committed, then the DSO
  / DSL will obtain advice immediately via the LADO and / or The Police.

Appendix E

9.5   Responding to concerns regarding cyberbullying

- Cyberbullying, along with all other forms of bullying, of any persons connected with NLTG will not be tolerated. Full details are set out in the policies regarding Dignity and Respect (Harassment) and the Code of Conduct
- All incidents of online bullying reported will be recorded.
- There are clear procedures in place to investigate incidents or allegations and support anyone within NLTG affected by online bullying.
- If NLTG is unclear if a criminal offence has been committed, then the DSO / DSL can obtain advice immediately through the LADO and / or The Police.
- Leaners, staff and parents / carers will be advised to keep a record of cyberbullying as evidence.
- NLTG will take steps to identify the bully where possible and appropriate. This may include examining NLTG system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Learners, staff and parents / carers will be required to work with NLTG to support the approach to cyberbullying and NLTG's e-Safety ethos.
- Sanctions for those involved in online or cyberbullying may include:
  - Those involved will be asked to remove any material deemed to be inappropriate or offensive.
  - A service provider may be contacted to remove content if those involved refuse to or are unable to delete content.
  - Internet access may be suspended at NLTG for the user for a period of time. Other sanctions for leaners and staff may also be used in accordance with NLTG's harassment, code of conduct policy or Acceptable Use Policy.
  - Parent / carers of learners involved in online bullying will be informed.
  - The Police will be contacted if a criminal offence is suspected.

Appendix F

9.5. Responding to concerns regarding online hate

- Online hate at NLTG will not be tolerated.
- All incidents of online hate reported to NLTG will be recorded.
- The Police will be contacted if a criminal offence is suspected. If NLTG is unclear if a criminal offence has been committed, then the DSO / DSL will obtain advice immediately through the LADO and / or The Police.

Appendix G

Online Safety (e-Safety) Contacts and References NLTG Support

and Guidance:

- Gareth Lindsay – Designated Lead – (07899 790 947)
- Carl Morris – Designated Safeguarding Officer (01254 395355)
- Mark Taylor – Designated Safeguarding Officer (01254 397119)
- Tony Sharrocks – IT Services Manager (01254 397119)

The Police:

www.the.police.uk   or   http://www.the.police.uk/contact-us/need-advice/internet-related- crime.aspx

In an emergency (a life is in danger or a crime in progress) dial 999. For other non-urgent enquiries contact The Police via 101.

National Links and Resources:

Action Fraud: www.actionfraud.police.uk
BBC WebWise: www.bbc.co.uk/webwise
CEOP (Child Exploitation and Online Protection Centre): www.ceop.police.uk
ChildLine: www.childline.org.uk
Childnet: www.childnet.com
Get Safe Online: www.getsafeonline.org
INEQU: www.ineqe.com
Internet Matters: www.internetmatters.org **Internet Watch**
Foundation (IWF): www.iwf.org.uk **Lucy Faithfull**
Foundation: www.lucyfaithfull.org
Net Aware: www.net-aware.org.uk **NSPCC:**
www.nspcc.org.uk/onlinesafety
Professional Online Safety Helpline: www.saferinternet.org.uk/about/helpline **The Marie**
Collins Foundation: http://www.mariecollinsfoundation.org.uk/ **CEOP in Education**:
www.thinkuknow.co.uk
UK Safer Internet Centre: www.saferinternet.org.uk
360 Safe Self-Review tool for NLTGs: https://360safe.org.uk/