Ras Al Khaimah American Academy				
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Introduction
One significant and lasting impact of the COVID-19 Pandemic is that we as a society have become more reliant on technology than we ever were before it. Some may argue it was a necessary push to the next step, and others may say that things have gone too far, too fast, and have placed our children at an even greater risk of harm from cyberbullying, exploitation, and potentially even grooming. As we return to the classrooms and school, it is essential that we develop strategies to help all of our children stay safe online, and to do it well and get the message across effectively, we must approach it as a whole school area of concern.

Rationale
This policy aims to establish a Whole-School approach (WSA) toward Online Safety. It will determine the different stakeholders that need to be involved and identify their roles and responsibilities.

Why adopt a whole-school approach?

1. Adopting a 'Whole School Approach' to online safety is needed now more than ever. As the world continues to recover from the long-lasting effects of lockdowns and forced online learning and gradually returns to a sense of normality.
2. By creating a Whole School approach, we can create a culture whereby the principles of online safety are embedded across all aspects of school life at RAKAA with regard to online safety.
3. We are creating a safe environment for all students at RAKAA to feel comfortable enough to express their feelings openly; because of using a 'Whole School' approach.
4. This approach can lead to students wanting to make a disclosure at the end of a lesson or activity.
5. It will model online safety principles regularly to provide a good example for our students to follow.
6. It allows us to ensure consistency between our online safety education message and students' behaviour.

Promoting safe practices at RAKAA through online safety.

1. The WSA will inform the use of devices, websites, gaming platforms, and apps, whether they are social media, ones to create a safe online environment, as all online behavior must be appropriate and acceptable.
2. It will keep all stakeholders and school community members safe and engage the whole school to get everyone on the same page.
3. It allows stakeholders to receive online safety training from outside providers.
4. It ensures that RAKAA obtains advice from knowledgeable trainers and experts in the field of online safety.
5. It allows us to keep the whole RAKAA community safe while using social media platforms, gaming communities, and any other online platforms whether they are on-site, in our care, or at home.

The UK Government's Keeping Children Safe in Education (KCSIE) guidance.
The UK government published this updated guidance in the 2021 version of the KCSIE document. It outlined the four key 'C's, which form the categories of online safety risk. In ensuring that RAKAA and its community members remain safe, it is essential that we understand each of these key areas and respond accordingly so that we can ensure that all stakeholders at RAKAA are as well protected as possible from the threat of online harm.

The first 'C' – CONTENT
This refers to the material that children view and engage with online, ranging from adverts and spam to violent, hateful, pornographic, or sexual content.

The second 'C' – CONTACT
This concerns any interpersonal experiences that young people may have online, including bullying, harassment, and grooming.

The third 'C' – CONDUCT
This refers to how a child behaves online. Schools need to contend with conduct such as hacking, making threats, bullying, participating in sexual abuse, and extremist content.

The fourth 'C' - COMMERCE (new to the September 2021 version of KCSIE.)
This refers to the financial exploitation of young people, including gambling, scams, and phishing. By using the four 'Cs' to create a baseline understanding of the threats children face from the online world, safeguarding leads can design policies to address the most significant risks.

Factors to consider when applying a whole school approach.

1. **Establishing a vision**

a) Our vision at RAKAA is to provide all school community members with the skills they need to become good digital citizens.
b) We aim to ensure RAKAA keeps all community members safe while they participate in all online activities.
c) We will model and extend best practices to our students and stakeholders in their day-to-day lives

2. **Ensuring all stakeholders understand their responsibilities**.

In order to make our Whole School policy successful, it must be robust, easy to understand, and accessible. It must explain to all members of the RAKAA community what their roles and responsibilities are.

a) Online Safety is not the sole responsibility of the ICT leaders or managers.
b) It is the responsibility of everyone in the school, from the Board of Trustees to the Bus Driver or cleaners, or security staff at the school.

c) Every stakeholder at RAKKA has a role to play in keeping our students safe, even the children themselves.

d) RAKAA staff should understand Online Safety and who to report to. The more staff who understand their specific roles, the easier it will be to keep the children in our care safe.

3. **Setting clear boundaries for all stakeholders.**

a) This helps stakeholders to keep themselves and other members of the RAKAA community safe online through the use of Acceptable and Unacceptable Use policies (AUPs and UAUPs).
b) It gives all users clear reminders and guidance to keep their personal data and passwords safe .
c) By displaying the AUPs and UAUPs in visible areas within Homerooms and around the school we can provide a reminder of all users' expectations to maintain online safety.
d) Ensuring that we place RAKAA age-appropriate AUPs and UAUPs agreements in the school area to which they relate help to establish clear boundaries.
e) These boundaries help to promote a continued raised awareness of online safety through visible reminders of the AUPs and UAUPs in prominent places around the school will.
f) By displaying Staff AUPs and UAUPs in areas of the school that are frequented by staff members, such as staff rooms, staff offices, and any other areas designated primarily for staff we can help to keep all staff members accountable.

4. **Regular staff training to keep knowledge up to date.**

a) RAKAA staff understand the importance of online safety and are confident in their knowledge of what to look for or listen for through regular staff training.

b) By conducting regular staff meetings during each academic year and making all staff aware of the latest trends, apps, and games, we can help to make sure that they can keep an eye out for any potential names or dangers as the year progresses.

c) By sending out regular alerts with information on the latest platforms, games, and apps via email, we can keep staff informed of current trends relevant to our students' RAKAA at any particular time.

d) Having dedicated opportunities throughout the year where time will be given to staff training so that Online Safety can maintain a high profile at RAKAA.

e) This allows us to provide our stakeholders with the best' Whole School Approach' to online safety.

f) By identifying appropriate outside providers to deliver the most comprehensive training when appropriate we can help to help keep everyone up to date.

5. Ensuring that all online safety incidents are reported.

a) We will ensure staff members at RAKAA have been trained on their responsibilities

b) They will understand what they need to be looking or listening out for, it is vitally important that they know what they need to do with that information.

c) Knowledge on how to report that information may vary depending on the member of staff and the incident that occurs.

d) We will link every incident to an Online Safety issue and ensure that it is reported in some way so it can be logged.

e) We have issued a poster that contains a QR code and link to use and report any online safety issue. The QR code/link will connect the user to a Microsoft Form to record any issues.

f) This form will then be forwarded to the ICT Department, who will forward it to the Online Safety Leader to be investigated.

g) We will provide clarity to all stakeholders on what happens when reporting through a flow chart within the Online Safety Policy. The RAKAA Reporting Policy also covers it.

6. Including other curriculum areas in promoting Online Safety

Abstract: Online safety is becoming an ever more prevalent part of education. Yet there is rarely time in the timetable to include extra lessons to fully cover it as a standalone subject.

a) It is important that we understand that Online Safety touches all aspects of our student's learning.

b) We will work with all of our teachers to include some aspect of online safety within their lessons.

c) We encourage our teachers to select which e-safety issues will be covered within their lessons when planning lessons.

d) Online Safety will become an embedded part of the curriculum and encourage our staff to identify links to online safety in their lessons. This will allow us to make that the message of online safety is shared widely and often.

7. Using quality resources (not quantity)

Abstract: Every teaching member of staff working within RAKAA has a hectic timetable with their own timetables and, when required, covering other sessions, so it means that when they do

access online content, it is essential that the resources are of good value, are up to date, engage the learner and are reliable.

a) RAKAA staff need to feel confident enough to compute and deliver online content in new areas to incorporate online safety within their lessons.
b) They should be able to teach online safety within their lessons by having detailed lesson plans with two or three trusted sources will help to empower them to confidently deliver lessons.
c) Having access to two or three trusted sources will enable our staff to have faith in the links that they are using, be more confident when using them within their lessons, and allow for a clear progression of teaching and learning of online safety throughout the whole of the school.
d) In order to fully support teachers, RAKAA will create a log for recording links that have resources that are of good quality for teaching about online safety so that other staff members can narrow down the choices yet still ensure that they are accessing content that will allow them to teach the curriculum fully.
e) Create a bank of resources on the OneDrive for other staff to access and share.

8. Online Safety Group

a) The purpose of the Online Safety group is to spread the word on Online Safety around the school and receive feedback from all stakeholders regarding their feelings about it.

b) The OSG will eet regularly to analyze the incident logs and identify any trends or issues to continue to sound out ideas about Online Safety and continue to spread the message of the importance of Online Safety throughout RAKAA.

9. Encouraging and using our Student's Voice.

A vital aspect of the Young Person's Charter is the importance of the youth voice, and at RAKAA, we fully appreciate just how important that voice is when shaping our policies.

a) We are aware that many of our students are more aware of any new games, platforms, or apps that are released or any issues that may be occurring on platforms such as WhatsApp or Instagram chats before many of the adults in their lives. Having their input on Online Safety will benefit all stakeholders at RAKAA immensely.

b) A dedicated Student E-Safe School Team is focused on promoting online safety to keep up to date on the latest trends. RAKAA Staff will continue working with them to implement ideas that they are interested in and excited about concerning promoting online safety.

c) The E-Safe Schools team to meet regularly and hosts competitions at the school, focusing on designing a school avatar, conducting online safety assemblies, and producing information videos and content for the school website that promotes online safety.

10. Consider Online Safety as Safeguarding online.

a) We must consider that all issues that occur in online safety must be treated in the same way that issues in safeguarding are.

b) We know staff would not ignore a safeguarding issue because the incident occurred at home or the staff member did not understand what was happening, so online issues must not be considered any differently.

c) Online safety must engage the whole school community if we are to serve the students in our care to the best of our ability and ensure that all stakeholders at the school remain safe online.

Related policies

RAKAA Contribution of Young People

RAKAA Staff Acceptable Use Policy

RAKAA Staff Unacceptable Use Policy

RAKAA Student Acceptable Use Policy

RAKAA Student Unacceptable Use

Policy RAKAA Online Safety Policy

RAKAA Reporting Policy

RAKAA Monitoring Policy

RAKAA Online Safety Group

RAKAA E-Safe Schools

Initiative RAKAA Staff Training

Other links:

9 steps to engage the whole school in online safety

https://blog.nationalonlinesafety.com/news/9-steps-to-engage-the-whole-school-in-online- safety

The whole-school approach to safeguarding

https://edtechnology.co.uk/e-safety/the-whole-school-approach-to-safeguarding/