**ONLINE SAFETY POLICY**

**Fowey Pre-school has a commitment to keeping children safe and healthy and the Online Safety policy is the implementation of the Child Protection policy in relation to electronic communications of all types.**

The internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment. So, it is important for children to learn to be safe online from an early age and the setting can play a vital role in starting this process. In line with other setting policies that protect children from other dangers, there is a requirement to provide children with as safe an internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks.

# Core Principles of Internet Safety

The internet is becoming as commonplace as the telephone or TV and its effectiveness of use is an essential life skill. Unmediated internet access brings with it the possibility of placing children in embarrassing, inappropriate and even dangerous situations.

**Care Principles of the Online Safety Policy:**

* ***Guided Educational Use***

Significant educational benefits should result from internet use, including access to information from around the world. Internet use should be carefully planned and targeted within a regulated and managed environment.

* ***Risk Assessment***

 We have a duty to ensure children in the setting are not exposed to inappropriate information or materials. We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable.

* ***Responsibility***

Internet safety in the setting depends on staff, parents, carers and visitors taking responsibility for the use of internet and other communication technologies such as mobile phones. It is the setting’s responsibility to use technical solutions to limit internet access and to monitor their effectiveness.

# Why it is important for pre-school children to access the internet

The internet is an essential element in 21st century life for education, business and social interaction. The setting has a duty to provide children with quality internet access as part of their learning experience.

Pre-school internet access will be tailored expressly for educational use and will include appropriate filtering. Children will learn appropriate internet use. Staff will guide children in online activities that will support their learning journeys.

The internet is also used in the setting to support the professional work of staff, to allow effective planning and to enhance the nursery’s management information and business administration systems.

# How filtering will be managed

The Designated Child Protection Lead will ensure that appropriate filters are applied to the PC in the setting, and will regularly review the sites accessed. The committee member responsible for Child Protection will liaise with the Designated Lead to ensure this system is working efficiently.

Staff will monitor the websites being used by the children during sessions.

If staff or children should discover that unsuitable sites have been accessed on the computer, they must be reported to the Designated Child Protection Lead immediately so that filters can be reviewed.

# Managing Content

Staff are responsible for ensuring that material accessed by children is appropriate and for ensuring that the use of any internet derived materials by staff or by children complies with copyright law.

The point of contact on the setting’s website should be the setting’s address, setting’s email and telephone number. Staff or children’s home information will not be published. Website or facebook photographs that include children will be selected carefully and will not allow individual children to be clearly identified. Children’s full names will not be used anywhere on the website or facebook page, particularly in association with photographs. Written permission from parents or carers for featuring their child on the website and/or facebook page is requested when each child starts at the setting and parents/carers wishes are followed at all times.

# Communication

* ***Managing e-mail***

 Children will not have access to e-mail.

 Staff using e-mail will use a setting e-mail address. This address must not be used for personal e-mail.

* ***On-line communications and social networking***

On-line chat rooms and personal social networking sites such as Facebook (apart from work use for pre-school’s own page) or Twitter will not be accessed by staff whilst in the setting.

Staff will not discuss individual children or their setting on Facebook, Twitter or any other social networking site.

Staff using social media officially will be accountable and must not disclose information, make commitments or engage in activities on behalf of the setting unless they are authorised to do so.

Staff will not engage with any direct or private messaging regarding pre-school business with children or parents/carers through personal social media and should communicate through setting communication channels (i.e. pre-school’s telephone, e-mail address or Facebook page – private message facility).

* Any communication from children/parents received on personal social media accounts must be reported to the designated child protection lead.

* ***Mobile technologies***

Please see separate mobile phone and technology policy.

# Parents and online safety

Parents’ attention will be drawn to the setting’s online safety policy, and on-line safety will be promoted to parents and carers through a variety of channels and approaches.

# Complaints

Any complaints about the appropriate use of the internet or other technologies will be handled through the complaints procedure.

# EYFS Themes and Commitments

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child**  | **Positive** **Relationships**  | **Enabling** **Environments**  | **Learning and Development**  |
| 1.3 Keeping safe  | 2.1 Respecting each other 2.2 Parents as partners  | 3.4 The wider context  | 4.4 Personal, social and emotional development  |

Date of next review: September 2024

Signed………………………………………. Position……………………………Date………

Copies of the original signed document are available upon request.