

Introduction

This document guides the procedures that will support and underpin the use of social networking and other online services within The Pony Club. All staff, volunteers, coaches, officials, board/trustee members or anyone working on behalf of the Pony Club must be aware of this policy and agree to the following terms:-

- To protect all children and young people attending The Pony Club who make use of technology (e.g. mobile phones, games consoles, handheld devices, tablets etc.) whilst they are in their care.
- To provide staff and volunteers with policy, procedures and information regarding e-safety.
- To ensure the Pony Club is operating in line with its values and within the law regarding how it uses information technology.

Social Networking Guidance and Best Practise

Many Members, volunteers and coaches already use sites such as Facebook, Twitter and Instagram, etc. The adults must keep themselves and the members safe online. As an adult, you have a key role to play in actively promoting safety measures. It is important to remember that young people should not hold accounts under certain ages which may differ between providers.

The Pony Club should not be engaging with children under the minimum age via social media platforms, the contact should be through the parents.

Social media provides a platform to share views, ideas, and positive actions you are carrying out on behalf of the Pony Club's brand, for both its current and potential members, with others online who could potentially be anywhere on the world. Many branches and centres are now using social media in a very successful way, and the Pony Club uses Facebook and Twitter centrally

Coaches and instructors are encouraged to refrain from social media contact with any Member on a one-to-one basis. Where contact is conducted through social media this should be visible to other appropriate adults including parents / carers.

When representing the Pony Club you must ensure that you are in adherence with the code of conduct, using an up to date/ good resolution copy of The Pony Club logo and acting on behalf of the club. We may assume that Social Media displaying a poor or out of date logo is not a genuine Branch or Centre and look to remove the content.

Items to consider before using Social Media to promote Club activities:

- Have a person/ group of persons who can monitor the content
- Clearly identify what is and is not appropriate to be shared, including video and photography
- Awareness, understanding and experience using the platform is a huge benefit, including ages allowed on the platform

- Consider the possible risks and safeguarding implications of using a world wide platform and commit to take action.

N.B. If the Social Media that you chose is open to being read by anyone in the worldwide audience, you must take great care that children and adults at risk are not identified and photographs of them are not included without the written permission of the Member and the Parents/carers. Members who are in the care of the local authority may not be identified or photographed in this way unless permission is also given, in writing by the Local Authority.

If you find that someone external to your Branch or Centre has set up any Social Media using your Branch or Centre name and / or The Pony Club logo, please report it to the Social Media channel through their help centre. If the content is not removed please email communications@pcuk.org with details of the problem including a link to the content and we will give help and advice where possible.

E- Safety Guidance

A common-sense approach, While social network profiles are easy to set up and use, it is important that you keep a professional distance online, just as you should in the offline world. Think carefully about how digital communication might appear to a third party compared with a conversation in the real world, as there is increased potential for messages to be misinterpreted and forwarded to others.

General Best Practise:

- The social network providers place the user in a position of trust, they assume when you agree to their conditions you will adhere to them. This includes users ages.
- Once posted on a social network the item is in the public domain and is difficult to remove, it can only be achieved through the specific social network providers' processes.
- Most Social Networks have a messaging function, please consider what and to who you are sending content. The intention can be lost in transit or used by the recipient in another manner.
- Copy in another adult and/ or parents in to messages being sent on social networking sites or have group chat functions, avoid on to one conversation. Email: BCC all email addresses as best practice or use PELHAM email functionality. Officials representing the Pony Club should only use their official pcuk.org email address to communicate.
- Ensure you use appropriate language in conversations, try not to use phrases or words which could be misinterpreted. For example: LOL could translate to people differently: "Laugh Out Loud" or "Lots Of Love". Another example could be using a kiss to end a message, this could be seen as inappropriate in any instance.

- Consider images and videos being shared carefully, ensure they are appropriate before sending
- Not everyone on Social Networking sites is who they say they are or have pure intentions consider amending Privacy settings to support the member, parent, Official, Staff or club. This limits who can see you, find or have tagged you in content.
Remember: you can report suspicious content, persons and behaviours
- Avoid using social media/ emails when you are tired, angry, upset or your judgment may be impaired

Officials, Volunteers and Staff	Parents and Carers
<ul style="list-style-type: none"> • Hold a separate personal and “professional” profile/ accounts, where possible use the professional profile to contact parents and if members are communicated within this manner ensure the parent is included (Parental Permission to communicate in this way should be obtained). It is highly recommended that The Pony Club email addresses are used. • Monitor places where conversations and photos/ videos may be shared such as walls, comments and groups • Do not provide personal details about members or families • If you are concerned about the contact content, who is contacting you and how please alert the club, Official or Pony Club Office • Consider the appropriateness of conversation, criticism of others on this platform is not appropriate – adhere to the Pony Club Code of Conduct. • Ensure messages are sent at a suitable time and remain ‘professional’, not overly friendly or with other intent • Do not share or publish confidential information, engage in trolling, represent yourself or the Pony Club in a misleading way this action will 	<ul style="list-style-type: none"> • Develop an understanding of the range of Social Networking available to us. • Consider if the member is the correct age to be using the social networking site and meets the conditions of the provider • Make use of the enhanced privacy settings, and review the reporting policies and procedures of the site in use. This includes blocking persons. • This includes personal information such as date of birth, passwords, location and photos • Monitor your child’s online activity – use the site yourself. Becoming your child’s friend on the sites they choose to use can help you to keep an eye on things. • Talk to your child about the risks of social networking including talking to people they don’t know, the dangers of meeting up with people they only know through social media and that things cannot be taken back once they are posted. • Set rules about what they should and shouldn’t post. Be clear on expectations and behaviours whilst using the platforms, bullying will not be tolerated- members must adhere to the Pony Club code of conduct when posting about

<p>be subject to the Pony Club's disciplinary procedures</p> <ul style="list-style-type: none"> • Ensure hyperlinks being shared are appropriate and do not contain any inappropriate content. • Be clear, credible and consistent – be accurate, avoid jargon, abbreviations and slang, but respond in a reasonably concise way. If the answer to a question is long or complex, try to move the conversation onto email or a direct message. Acknowledge both compliments and constructive criticism and ensure your responses are consistent with the Pony Club's other communications. • Be responsive – respond to questions, ideally in a timely way. Offer insights where appropriate, share links to further resources and connect with other accounts or individuals if they are better placed to help. If you don't know the answer to a question, find out who does. Never be afraid to say "I don't know, let me find out for you", especially if finding the answer is likely to cause a delay in response • Recognise and celebrate the positive, as well as the negative. Say thank you where appropriate. • Remember the Member Code of Conduct applies to all forms of communications including social media. • Ensure that your personal or political views are not seen as being those of the Pony Club • Avoid using social media when you are tired, angry, upset or your judgment may be impaired. 	<p>activities, including Photography and video.</p> <p>Bullying in the Pony Club setting will be subject to disciplinary procedures.</p> <ul style="list-style-type: none"> • Encourage conversation about their use of Social Networking, what the members like and dislike along with any concerns about items they have seen or heard • Encourage members using Social Networking to speak in a manner and tone they would like to be spoken to: be polite, open, honest and respectful. Try to avoid judging, making assumptions or guessing • Encourage members to find out more about keeping themselves safe online and what measures they can take to remain this way • Remember the Member Code of Conduct applies to all forms of communications including social media. • Avoid using social media when you are tired, angry, upset or your judgment may be impaired.
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Best Practise Photography, Filming and Video

Photography and video can be useful tools to enhance coaching and capture positive memories of riding. However, it is important to ensure proper safeguards are in place to protect members from inappropriate use of photography and video. If the

video is to be used in the future for comparison then it should be stored on the Member or the parent/guardian's technology. If the coach used his / her own equipment then the image must be deleted at the end of that session.

Images and Videos taken of members should be taken and stored with consent and in line with the Pony Club Photography Guidance. Special consideration may need to take place for members who are in Care or have other concerns identified.

NB: It is unacceptable, and a possible assault, to photograph/ video an injured person.

When displaying this content online extra care should be taken, Photos and videos may be shared with consent of the parent/ guardian. Considerations should be taken around:

- If members are identifiable and how they are 'tagged' in content, best practise would be to only use parts of names such as first names unless consent has been sought otherwise.
Parents may be tagged instead of the young person for example
- Consider if the content could be misconstrued by the public or cause concern, if comments are posted please report them through the correct social networking procedures and alert communications@pcuk.org
- Consider if the image and video reflect the Pony Club Values: Fun, Friendship and Sportsmanship if not please double-check with the club before posting
- Animal Welfare is a top priority and should be portrayed as such in images shared, in the image/ video is this reflected.

Video Calls and Calling

Most Social Networking Platforms also offer a video call element including Facebook Messenger, Zoom and others.

Please check:

- Terms and conditions of use, can vary per provider and will include an age requirement. Parents are needed to set up accounts for those under the age limit.
- Parents/ Guardians are to remain nearby throughout the call, they do not need to sit in on the meeting for the whole time but should pop in and out. This is dependent on the age of the members involved.
- When using video Calling two adults must be in the call at all times and are to remain until the young people have logged off. This can be rota'd but needs to be considered.
- If calling from home please consider the surroundings:
 - o Those in the house with you are to be appropriately dressed

- They are to understand and behave suitably for the duration of the call, it may be they are to stay out of the room if necessary
- The background of the call needs to be thought about and ensure it is suitable for children and young people, ensure nothing unsuitable is on display and you may change your video call background your blur to support.
- Those involved in the call must not be drinking or have alcohol
- The volunteers, officials, coaches and trainers are to clearly set expectations of behavior in the call from the outset

Recording of these calls:

It is important to have reference to meetings and calls for a variety of reasons

1. Consider what the purpose of recording the meeting will provide?
2. What will you do with the recording?
3. Does it need to be recorded?

When considering if you're going to record a meeting it is important that you are clear on the purpose of the recording. Here are some examples –

- You're running a virtual training session this weekend, you decide to record the session so those who could not join at the time can watch it back later.
- You normally record the face to face executive meeting to listen back to type up the notes, you decide to use the record button on the platform you are using as you are now meeting virtually.

Recording a meeting for 'safeguarding reasons' or 'just in case something happens' is not a reason to record sessions, there's no clear purpose.

Based on your purpose, you'll need to ensure that you are transparent with the young people, parents/guardians/carers and volunteers and you'll also need to gain their consent to be recorded.

Consider how the recording will be stored and distributed, based on the purpose how long do you need to keep the recording for? Make sure that this information is shared when you gain consent.

Online Safety

Safeguarding Risks:-

- Increased exposure to sexually inappropriate content and ignoring age restrictions.
- Access to sites which may promote harmful behaviours, such as promoting anorexia, extremism and how to take one's own life.
- Being groomed or sexually abused which includes: being coerced, tricked or forced into sexual conversations, or sexual acts which are filmed and uploaded onto websites
- Friending and communicating with people they don't know
- Online-bullying and harassment
- Sharing personal information and locations.
- Gambling and running up debts
- Sexting - inappropriate photographs taken on mobile phones and distributed freely.
- Youth-produced sexual imagery: across the UK it is illegal for anyone, including a child, to make, possess or share an indecent image of someone who is under 18yrs of age.

Online concerns can be especially complicated and support is available from:

- The UK Safer Internet Centre provides an online safety helpline for professionals at 0344 381 4772 and helpline@saferinternet.org.uk. The helpline provides expert advice and support for school and college staff with regard to online safety issues
- Internet Watch Foundation: If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the Internet Watch Foundation (IWF)
- Childline/IWF Report Remove is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- UKCIS Sharing nudes and semi-nudes advice: Advice for education settings working with children and young people on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery).
- Thinkuknow from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online www.thinkuknow.co.uk

- Young People and Social Networking Sites Guide – www.childnet.com
- NSPCC www.nspcc.org.uk
- Childline 08001111
- Child Protection in Sport Unit (CPSU) www.nspcc.org.uk/cpsu
- Internet Matters www.internetmatters.org

Unfortunately, social media provides a platform for bullying and harassment and can give people an opportunity to spread factually incorrect and inappropriate content. If a member, staff, Official or Volunteers feels that they are being subjected to bullying, harassment or discrimination, threatened or have any safety concerns they should speak to their District Commissioner, Centre Proprietor, Area Representative or The Pony Club immediately. Any comments made on The Pony Club social media channels which include misinformation, inappropriate, discrimination, offensive or abusive comments or hate speech are hidden or deleted. Where necessary, persistent offenders or abusive content can, and should be, blocked from all channels to protect from further abuse

Understanding cyberbullying

Cyberbullying, or online bullying, can be defined as the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else. It is often linked to discrimination, including on the basis of gender, race, faith, sexual orientation, gender identity or special educational needs and disabilities. For example, girls report experiencing a higher incidence of cyberbullying than boys, and lesbian, gay, bisexual and transgender people are more likely to experience bullying, including cyberbullying.

Cyberbullying, like other forms of bullying, affects self-esteem and self-confidence and can affect mental health and wellbeing, in the worst cases leading to self-harm and suicide. Addressing all forms of bullying and discrimination is vital to support the health and wellbeing of all members of the community.

Cyberbullying takes different forms: threats and intimidation; harassment or stalking (e.g. repeatedly sending unwanted texts or instant messages); vilification and defamation; ostracism and peer rejection; impersonation; and forwarding or publically posting private information or images. It can be characterised in several specific ways that differ from face-to-face bullying. These include the profile of the person carrying out the bullying; the location of online bullying; the potential audience; the perceived anonymity of the person cyberbullying; motivation of the person cyberbullying; and the digital evidence of cyberbullying. For the majority of people, most experiences of technology are useful and positive. Research figures vary but indicate that more than 10% of young people have experienced cyberbullying.

Cyberbullying can affect and involve all members of the community. All organisations must have measures in place to prevent all forms of bullying, including cyberbullying. There is not a criminal offence called cyberbullying. However, there are criminal laws that apply to a range of behaviours linked to cyberbullying including stalking, threats, accessing computer systems without permission, and circulating sexual images etc. A law was announced on 20th March 2017 making any adult who communicates with a child using sexual language liable to face up to two years in prison and automatically be placed on the sex offenders register. Anyone aged 18 or older who sends a child under 16 emails, text messages, letters or other forms of on- or offline communication with sexual intent, could be prosecuted. This will be introduced through section 67 of the Serious Crime Act 2015, and it is proposed that it will be introduced from 3rd April 2017. This has been delayed by the pandemic, but is still on the statute books.

Bullying is purposeful, repeated behaviour designed to cause physical and emotional distress. Cyberbullying (or online bullying) is bullying using technologies, particularly over the internet or via mobile and gaming networks. Cyberbullying is the use of technologies by an individual or by a group of people to deliberately and repeatedly upset someone else.

Safeguarding and promoting the welfare of children/adults at risk is everyone's responsibility. All officials and volunteers are required to undertake regularly updated safeguarding training, which includes understanding, preventing and responding to cyberbullying. The key elements of an effective approach are:

- understanding and talking about cyberbullying;
- integrating cyberbullying prevention into relevant policies and practices;
- ensuring reporting routes are accessible and visible;
- promoting the positive use of technology; and
- evaluating the impact of prevention activities.

Awareness-raising and promoting understanding about cyberbullying is essential to enable ongoing discussion and to ensure members are not unknowingly facilitating cyberbullying because of a lack of understanding.

Responding to cyberbullying

Action should be taken as soon as an incident has been reported or identified. This will include providing appropriate support for the person who has been cyberbullied; stopping the incident from spreading; assisting in removing material from circulation; and working with the person who has carried out the bullying to ensure that it does not happen again.

The person being bullied may have evidence of the activity and should be encouraged to keep this to assist any investigation.

Cyberbullying can also be reported to the provider of the service where it has taken place and is in adherence to the Bullying Policy.

Provide information on steps which can be taken to protect themselves online – for example, advise those targeted not to retaliate or reply; provide advice on blocking or removing people from contact lists; and ask them to think carefully about what private information they may have in the public domain.

Some cyberbullying content and activity are illegal. This includes indecent images of children (under the age of 18, including self-created images); obscene content (for example depictions of rape or torture); hate crimes and incidents, including racist and homophobic material; revenge pornography (sexual images of people over the age of 18 that have been published or forwarded without permission); threats of violence, rape or death threats; and stalking and harassment.

If it is believed that the content or activity is, or maybe illegal, the local police will be able to assist. In addition, the Professionals Online Safety Helpline is a free service which can provide advice and support relating to cyberbullying concerns – telephone: 0844 318 4772 website: www.saferinternet.org.uk/about/helpline

Any incident should be contained as quickly as possible. This could include contacting the service provider (or supporting the young person to contact the service provider), and requesting that members delete locally held content and content posted online.

If the person who has carried out the cyberbullying is not initially known, steps can be taken to identify the person responsible. These can include identifying and interviewing possible witnesses and, with police involvement, obtaining user information from the internet service provider. Once the person responsible for the cyberbullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour of the bully, as well as ensure access to any help that they may need.

Technology can be used to carry out a wide range of unacceptable or illegal behaviours. Cyberbullying can include: – intimidation and threats, harassment and stalking, vilification/defamation, exclusion or peer rejection, impersonation, unauthorised publication of personal information or images, or manipulation. It can be an extension of face-to-face bullying, with technology providing an additional route to harass an individual or group. It could also be a way for someone who is being bullied face-to-face to retaliate. Cyberbullying can be carried out by individuals or groups who are known to the person being bullied. There are also cases where individuals have been cyberbullied by people or groups they have never met. Any member of the community, member, official, volunteer, parent or carer, can be involved in, and be affected by, cyberbullying. It can take place between peers, between members and officials or volunteers, between parents / carers and

members, between parents and carers and officials / volunteers, and between other adults.

Abuse is different to people expressing an honest opinion which might differ to those of other people. Abuse aims to hurt. Abusers often hide behind the idea that all they are doing is expressing an opinion or a belief, but if the content or manner of the communication is threatening or intends to cause distress, then it may be against the law.

Threats and intimidation

Threats can be sent by mobile phone, email, within online games, via comments on websites, social networking sites or message boards *etc.* They can include:-

- Violence, including sexual violence, or threats to disclose information about someone that may harm them, or that they are not ready to share, for example, the threat to make someone's sexual orientation or gender identity is known (to 'out' someone) when they may not feel ready for this.
- Harassment or stalking. Repeatedly sending an unwanted text or instant messages, or making phone calls (including silent calls).
- Using public forums, such as social networking sites or message boards, to repeatedly harass, or post derogatory or defamatory statements.
- Tracking someone's activity and collecting information about them, for example by searching databases and social network services.
- Pretending to be other people and 'friending' the person; or by using spyware.
- Doxing (which comes from the slang 'dox' for 'documents') is the practice of posting personal information about someone online without their permission.
- Vilification/defamation. Posting upsetting or defamatory remarks about an individual online, or name-calling, general insults, and prejudice-based bullying, for example sexist, homophobic and racist messages.
- 'Slut-shaming' can be defined as the practice of attacking (primarily) girls and women on the grounds of perceived or fabricated transgressions of socially acceptable sexual behaviours i.e. re-posting of texts or images, or the fabrication of information. This practice attacks girls and women on the grounds of their gender and sexual identities and aims to regulate their behaviour by sending the message that what is deemed as sexually inappropriate conduct can be legitimately used to publically humiliate them, whether they engage in it or not.
- Ostracising/peer rejection/exclusion. Online exclusion may be harder to detect than people being marginalised in a physical space. Social networking sites can be an important extension of a person's social space and activity. On some services, it is possible for members to set up a closed group, which can protect members from unwanted contact, but can also be used to exclude others. Functions that can be used to block abusive behaviour can also be used to exclude others online.
- Identity theft/unauthorised access and impersonation. 'Hacking' is generally used to mean accessing someone else's account, by finding out or guessing their username and password information for example. Unauthorised access to systems, accounts or files is not automatically a form of cyberbullying, but it is always a serious issue. Unauthorised access to computer material is illegal.

There are cases where sites have been set up which make use of specific logos and names, or use photographs of adults or children from the website without permission.

- Publicly posting, sending or forwarding personal or private information or images. The deliberate public sharing of private content can be designed to embarrass or humiliate, and once such messages or content are made public, containing them becomes very difficult.
- Creating, possessing, copying or distributing images of children and young people under the age of 18 which are of an indecent or sexual nature is illegal, even if they were taken in 'fun' or by 'willing' parties, or if they were taken and distributed by the subject of the photograph. Sharing private, sexually provocative or sexually explicit photographs or films of adults (of people aged 18 and over) without their consent, and with intent to cause distress ('revenge porn'), is an offence, regardless of whether the subject initially consented to the creation of the content or created the pictures themselves.

Bullying and Harassment online can be subject to Police proceedings and may result in a criminal record.

Characteristics of cyberbullying

All forms of bullying are harmful and unacceptable, including cyberbullying. The use of technology in cyberbullying means that some significant characteristics differ from bullying that takes place in physical spaces. These include:-

- Profile: people do not have to be physically stronger, older, or more popular than the person they are bullying online.
- Location: cyberbullying is not confined to a physical location and it can take place at any time. Incidents can take place in their own home, intruding into spaces that have previously been regarded as safe and private.
- Audience: online content can be hard to remove, and can be re-circulated and reposted. The potential number of people who can see content posted online is very large. Single incidents of online abuse can quickly escalate into cyberbullying, for example, by reposting, sharing and comments.
- Anonymity: the person being bullied will not always know the identity of the person or people bullying them. They also will not know who has seen the abusive content.
- Motivation: cyberbullying is typically carried out on purpose. However, initial incidents may have unintended consequences and can escalate through the involvement of others. An individual may not feel that by endorsing or reposting someone else's post that they are actively participating in bullying. The instigator may not have intended an offensive or hurtful comment to be repeated. A single incident – one upsetting post or message – may escalate into cyberbullying involving several people over time.
- Evidence: online and mobile communications leave a digital trail.

How common is cyberbullying?

There has been a range of research in this area. Research does indicate that cyberbullying incidents are increasing, affecting children, young people, and adults.

Cyberbullying can affect all members of the community. However, some of the research in this area indicates that some members of the community are disproportionately affected. Girls, people with special education needs and disabilities, and others identifying as gay, lesbian, bisexual or transgender are disproportionately affected by cyberbullying. Cyberbullying may relate to race, ethnicity or national origin, religion and faith.

What are the impacts of being bullied?

Bullying can have a profound and negative effect on the person being bullied, the person carrying out the bullying, and on people witnessing the bullying (bystanders). Being a target of bullying increases the risk of being depressed later in life by more than half. Being a bully also increases the risk of becoming depressed. Bullying has been related to negative long-term physical as well as mental health impacts, and social and economic outcomes. The effects of childhood bullying can be evident many years later.

Why do people cyberbully?

Reasons may include:

- personal, social or family issues
- early childhood experience, including parenting and maltreatment
- they do not like a person
- they feel provoked
- they are taking revenge or may have been bullied themselves
- an acute need for attention
- poor self-esteem, depression or anger that they cannot manage
- asserting and increasing their popularity and social status
- inability or unwillingness to empathise with others
- to feel powerful and in control
- from boredom or as a form of entertainment

While technology does not cause bullying, it may be used by people who would not necessarily bully others face-to-face. The perceived anonymity of some online activities, or disinhibition due to the physical and emotional distance between people using technology, may mean that the person bullying will do things that they would not do in person. Bullying may also be or felt to be, supported institutionally and culturally. Young people may be bullied within environments where respect for others, and treating others well, are not seen as important, or where disrespect and poor treatment are tolerated or encouraged. Individuals who do not conform to social norms may face discrimination within intolerant communities.

Prevent:

Radicalisation becomes a safeguarding concern when:

- There are abusive approaches with negative outcomes for children and young people that are used to engage them with extremist agendas.
- Extremist views are used to justify violent acts that cause harm to a child.

The internet can be a key vehicle for radicalisation. Radicalisers can groom children by using social media and various online platforms.

Online radicalisation and extremism can pose a significant threat to the well-being and safety of children, which may involve:

- Exposure to upsetting images and material
- Psychological manipulation
- Isolation from friends and family
- Sexual or commercial exploitation
- Encouraging young people to act in a way that puts them at risk of physical harm or death.

As an organisation working with children TPC has a duty to have an awareness of Prevent, to handle and report unusual behaviour such as withdrawing from family and peers, adopting styles of dress associated with groups they were not previously involved in, expressing opinions on violence or extremist organisations, possessing or sharing extremist material. TPC must ensure Online Safety Policies are up to date.

Prevent Duty:

- Risk Assessment-understand what the local risks are.
- Working in Partnership-working within your locality with key partners
- Staff Training-ensuring all staff are aware of the risks and signs
- Online Safety Policies-ensuring all policies are up to date