Edgar Sewter Community Primary School

On-Safety Policy

Acceptable Use Agreements for the internet and other modern technology.

Introduction

As part of the Keeping Children Safe in Education 2018 (Annex C), it is the duty of school/education setting or other establishments to ensure that children and young people are protected from potential harm both within and beyond the school/education setting or other establishment environment. Therefore, the involvement of children, young people and parent/carers is also vital to the successful use of online technologies.

Aims

This policy aims to explain how parents/carers, children or young people can be a part of these safeguarding procedures. It also details how children and young people are educated to be safe and responsible users capable of making good judgements about what they see, find and use. The term 'on-line safety' is used to encompass the safe use of all technologies in order to protect children, young people and adults from potential and known risks.

- To emphasise the need to educate staff, children and young people about the pros and cons of using new technologies both within and outside school/education setting or other establishment .
- To provide safeguards and agreement for acceptable use to guide all users, whether staff or student, in their online experiences.
- To ensure adults are clear about procedures for misuse of any technologies both within and beyond the school/education setting or other establishment.
- To develop links with parents/carers and the wider community ensuring input into policies and procedures with continued awareness of the benefits and potential issues related to technologies.

Roles and Responsibilities of the School/Education Setting or Other Establishment

Governors/ Headteacher/management committee members

It is the overall responsibility of the Headteacher with the Governors to ensure that there is an overview of on-line safety as part of the wider remit of safeguarding across the school/education setting or other establishment with further responsibilities as follows:

- The Headteacher has designated an on-line safety Lead to implement agreed policies, procedures, staff training, curriculum requirements and take responsibility for ensuring on-line safety is addressed in order to establish a safe ICT learning environment. All staff and students are

aware of takes this role within the school/education setting or other establishment.

- Time and resources should be provided for the on-line safety Lead and staff to be trained and update policies. This will form part of the allocated time given to subject leaders.
- The Headteacher is responsible for promoting on-line safety across the curriculum and has an awareness of how this is being developed, linked with the school/education setting or other establishment development plan.
- The Headteacher should inform the Governors at the Curriculum meetings about the progress of or any updates to the on-line safety curriculum (via PSHE or ICT) and ensure Governors know how this relates to safeguarding. At the Full Governor meetings, all Governors are to be made aware of on-line safety developments from the Curriculum meetings.
- The Governors **MUST** ensure on-line safety is covered within an awareness of safeguarding and how it is being addressed within the school/education setting or other establishment. It is the responsibility of Governors to ensure that all safeguarding guidance and practices are embedded.
- An on-line safety Governor (can be the ICT or Safeguarding Governor) ought to challenge the school/education setting or other establishment about having an AUP with appropriate strategies which define the roles, responsibilities for the management, implementation and safety for using ICT, including:

  Challenging the school/education setting or other establishment about having:

  - Firewalls.
  - Anti-virus and anti-spyware software.
  - Filters.
  - Using an accredited ISP (internet Service Provider).
  - Awareness of wireless technology issues.
  - A clear policy on using personal devices.
- Ensure that any misuse or incident has been dealt with appropriately, according to policy and procedures, (see the Managing Allegations Procedure on Suffolk Local Safeguarding Children's Board website) and appropriate action is taken, even to the extreme of suspending a member of staff, informing the police (via establishment's agreed protocols with the police) or involving parents/carers.

Local on-line safety Lead

It is the role of the designated on-line safety Lead or Committee to:

- Appreciate the importance of on-line safety within school/education setting or other establishment and to recognise that all educational establishments have a general duty of care to ensure the safety of their pupils and staff.
- Establish and maintain a safe ICT learning environment within the school/education setting or other establishment.
- Ensure that the AUP is reviewed annually, with up-to-date information and that training is available for all staff to teach on-line safety and for parents to feel informed and know where to go for advice.
- Ensure that filtering is set to the correct level for staff, children and young people, in the initial set up of a network, stand-a-lone PC, staff/children laptops and the learning platform *or ensure the technician is informed and carries out work as directed*.
- Ensure that all adults are aware of the filtering levels and why they are there to protect children and young people.
- Report issues and update the Headteacher/Manager on a regular basis.
- Liaise with the PSHE, safeguarding and ICT leads so that policies and procedures are up-to-date to take account of any emerging issues and technologies.
- Update staff training (all staff) according to new and emerging technologies so that the correct on-line safety information can be taught or adhered to.
- Transparent monitoring of the Internet and online technologies. Although County level blocks are in place, all children accessing the internet must be supervised by an adult at all times.
- Keep a log of incidents for analysis to help inform future development and safeguarding, where risks can be identified. Refer to the Managing Allegations Procedure from the SSCB to ensure the correct procedures are used with incidents of misuse (website in Appendices).
- Work alongside the ICT Lead, to ensure there is appropriate and up-to-date anti-virus software and anti-spyware on the network, stand-a-lone PCs and teacher/child laptops and that this is reviewed and updated on a regular basis.
- Ensure that staff can check for viruses on laptops, stand-a-lone PCs and memory sticks or other transferable data files to minimise issues of virus transfer.
- Ensure that unsolicited e-mails to a member of staff from other sources is minimised – *how is this minimised?* Refer to the Managing Allegations Procedure, SSCB, for dealing with any issues arising from indecent or pornographic/child abuse images sent/received.
- Ensure there is regular monitoring of internal e-mails, where:
    - Blanket e-mails are discouraged

    - Tone of e-mails is in keeping with all other methods of communication
- Report overuse of blanket e-mails or inappropriate tones to the Headteacher and/or Governors.

Staff or Adults

It is the responsibility of all adults within the school/education setting or other establishment to:

- Ensure that they know who the Senior Designated Person for Safeguarding is within school/education setting or other establishment, so that any misuse or incidents can be reported which involve a child.
- Where an allegation is made against a member of staff it should be reported immediately to the Headteacher/Senior Designated Person.

  In the event of an allegation made against the Headteacher, the Chair of Governors must be informed immediately.
- Be familiar with the Behaviour, Anti-bullying and other relevant policies so that, in the event of misuse or an allegation, the correct procedures can be followed immediately. In the event that a procedure is unknown, they will refer to the Headteacher/Senior Designated Person immediately, who should then follow the Managing Allegations Procedure, where appropriate.
- Check the filtering levels are appropriate for their children and young people and are set at the correct level. Report any concerns to the on-line safety Lead.
- Alert the on-line safety Lead of any new or arising issues and risks that may need to be included within policies and procedures.
- Ensure that children and young people are protected and supported in their use of technologies so that they know how to use them in a safe and responsible manner. Children and young people should know what to do in the event of an incident.
- Be up-to-date with on-line safety knowledge that is appropriate for the age group and reinforce through the curriculum.
- Sign an Acceptable Use Statement to show that they agree with and accept the agreement for staff using non-personal equipment, within and beyond the school/education setting or other establishment environment, as outlined in appendices.
- Use electronic communications in an appropriate way that does not breach the Data Protection Act 1998.Remember confidentiality and not disclose information from the network, pass on security passwords or leave a station unattended when they or another user is logged in.

- To ensure that School/education setting or other establishment bursars follow the correct procedures for any data required to be taken from the school/education setting or other establishment premises.
- Report accidental access to inappropriate materials to the on-line safety Lead and school/education setting or other establishment helpdesk in order that inappropriate sites are added to the restricted list or control this with the Local Control options via your broadband connection.
- Use anti-virus software and check for viruses on their work laptop, memory stick or a CD ROM when transferring information from the internet on a regular basis, especially when not connected to the school/education setting or other establishment's network.
- Ensure that all personal storage devices (i.e. memory sticks) which are utilised by staff members to hold sensitive information are encrypted or password protected in the event of loss or theft.
- Report incidents of personally directed "bullying" or other inappropriate behaviour via the Internet or other technologies using the SCC accident/incident reporting procedure in the same way as for other non-physical assaults.

Children and Young People

Children and young people should be:

- Involved in the review of Acceptable Use Agreement through the school/education setting or other establishment council or other appropriate group, in line with this policy being reviewed and updated.
- Responsible for following the Acceptable Use Agreement whilst within school/education setting or other establishment as agreed at the beginning of each academic year or whenever a new child attends the school/education setting or other establishment for the first time.
- Taught to use the internet in a safe and responsible manner through ICT, PSHE or other clubs and groups.
- Taught to tell an adult about any inappropriate materials or contact from someone they do not know straight away, without reprimand (age and activity dependent).

Appropriate and Inappropriate Use by Staff or Adults

Staff members have access to the network so that they can obtain age appropriate resources for their classes and create folders for saving and managing resources.

They have a password to access a filtered internet service and know that this should not be disclosed to anyone or leave a computer or other device unattended whilst they are logged in.

All staff should receive a copy of the Acceptable Use Policy and a copy of the Acceptable Use Agreement, which they need to sign, return to the school/education setting or other establishment, to keep under file with a signed copy returned to the member of staff.

The Acceptable Use Agreement will be displayed in the staff room as a reminder that staff members need to safeguard against potential allegations and a copy of this policy is provided to all staff for home use.

When accessing the Learning Platform from home, the same Acceptable Use Agreement will apply. The acceptable use should be similar for staff to that of the children and young people so that an example of good practice can be established.

Please refer to appendices for a complete list of Acceptable Agreement for Staff.

In the Event of Inappropriate Use

If a member of staff is believed to misuse the internet or learning platform in an abusive or illegal manner, a report must be made to the Headteacher/Senior Designated Person immediately and then the Managing Allegations Procedure and the Safeguarding Policy must be followed to deal with any misconduct and all appropriate authorities contacted.

In the lesser event of misuse or accidental misuse refer to appendices for a list of actions relating to the scale of misuse.

By Children or Young People

Acceptable Use Agreements and the letter for children, young people and parents/carers are outlined in the Appendices. These detail how children and young people are expected to use the internet and other technologies within school/education setting or other establishment, including downloading or printing of any materials. The agreements are there for children and young people to understand what is expected of their behaviour and attitude when using the internet. This will enable them to take responsibility for their own actions. For example, knowing what is polite to write in an e-mail to another child, or understanding what action to take should there be the rare occurrence of sighting unsuitable material. This also includes the deliberate searching for inappropriate materials and the consequences for doing so.

School/education setting or other establishments should encourage parents/carers to support the agreement with their child or young person. This can be shown by signing the Acceptable Use Agreements together so that it is clear to the school/education setting or other establishment that the

agreement are accepted by the child or young person with the support of the parent/carer. This is also intended to provide support and information to parents/carers when children and young people may be using the Internet beyond school/education setting or other establishment.

Further to this, it is hoped that parents/carers will add to future rule amendments or updates to ensure that they are appropriate to the technologies being used at that time and reflect any potential issues that parents/carers feel should be addressed, as appropriate.

The downloading of materials, for example, music files and photographs need to be appropriate and 'fit for purpose' based on research for work and be copyright free.

File-sharing via e-mail, weblogs or any other means online should be appropriate and be copyright free when using the learning platform in or beyond school/education setting or other establishment.

In the Event of Inappropriate Use

Should a child or young person be found to misuse the online facilities whilst at school/education setting or other establishment, the following consequences should occur:

- Any child found to be misusing the internet by not following the Acceptable Use Agreement may have a letter sent home to parents/carers explaining the reason for suspending the child or young person's use for a particular lesson or activity.
- Further misuse of the agreement may result in not being allowed to access the internet for a period of time and another letter will be sent home to parents/carers.
- A letter may be sent to parents/carers outlining the breach in Safeguarding Policy where a child or young person is deemed to have misused technology against another child or adult.

In the event that a child or young person **accidentally** accesses inappropriate materials the child should report this to an adult immediately and take appropriate action to hide the screen or close the window, e.g. use 'Hector Protector', for example, (dependent on age) so that an adult can take the appropriate action. Where a child or young person feels unable to disclose abuse, sexual requests or other misuses against them to an adult, they can use the Report Abuse button (https://www.ceop.police.uk/safety-centre/)to make a report and seek further advice. The issue of a child or young person deliberately misusing online technologies should also be addressed by the establishment.

Children should be taught and encouraged to consider the implications for misusing the internet and posting inappropriate materials to websites, for example, as this may have legal implications.

The Curriculum and Tools for Learning

Internet Use

School/education setting or other establishments should teach children and young people how to use the Internet safely and responsibly. They should also be taught, through ICT and/or PSHE lessons, how to research information, explore concepts and communicate effectively in order to further learning. The following concepts, skills and competencies should have been taught by the time they leave *Year 6 or Year 11*:

- Internet literacy.
- Making good judgements about websites and e-mails received.
- Knowledge of risks such as viruses and opening mail from a stranger.
- Access to resources that outline how to be safe and responsible when using any online technologies.
- Knowledge of copyright and plagiarism issues.
- File sharing and downloading illegal content.
- Uploading information – know what is safe to upload and not upload personal information.
- Where to go for advice and how to report abuse.

http://www.twinkl.co.uk/resources/planit-computing-primary-teaching-resources/planit-computing-primary-teaching-resources-y1/planit-computing-primary-teaching-resources-y1-computer-skills is used to teach internet and E-mail lessons from Years 1 to 6. on-line safety lessons and resources can also be found at https://www.thinkuknow.co.uk/5_7/leeandkim/ & http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew/smart-crew-guidance-and-activities for KS1 and KS2. https://beinternetlegends.withgoogle.com/en_uk Is used for KS2

Key Stage 3 requires young people to learn on-line safety as part of the National Curriculum for ICT so school/education setting or other establishments will need to explain how they are addressing the needs of this aspect of the curriculum, e.g. Most pupils recognise the need to be safe and act responsibly when using digital communications.

The www.thinkuknow.co.uk resources for 11-16 years olds should be used, with free training provided to teachers/adults for the delivery of these lessons. Further training advice can be sought from Suffolk on-line safety Lead or by going to the website.

These skills and competencies are taught within the curriculum so that children and young people have the security to explore how online

technologies can be used effectively, but in a safe and responsible manner. Children and young people should know how to deal with any incidents with confidence, as we adopt the 'never blame the child for accidentally accessing inappropriate materials' culture, in the event that they have **accidentally** accessed something.

Personal safety – ensuring information uploaded to web sites and e-mailed to other people does not include any personal information such as:

- Full name (first name is acceptable, without a photograph).
- Address.
- Telephone number.
- E-mail address.
- School/education setting or other establishment.
- Clubs attended and where.
- Age or DOB.
- Names of parents.
- Routes to and from school/education setting or other establishment.
- Identifying information, e.g. I am number 8 in the school/education setting or other establishment Football Team.

Photographs should only be uploaded on the approval of a member of staff or parent/carer and should only contain something that would also be acceptable in 'real life'. Parents/carers should monitor the content of photographs uploaded. Images of children and young people should be stored according to policy.

Pupils with Additional Learning Needs

The school/education setting or other establishment should strive to provide access to a broad and balanced curriculum for all learners and recognise the importance of tailoring activities to suit the educational needs of each pupil. Where a student has specific learning requirements, or poor social understanding, careful consideration is given to the planning and delivery of on-line safety awareness sessions and internet access.

Learning Platforms

Suffolk's learning platform provides a wealth of opportunity for adults, children and young people within and beyond school/education setting or other establishment to:

- Access resources via the National Education Network (NEN), which extends regionally to support school/education setting or other establishments.
- Collaborate and share work via web cams and uploading.
- Ask questions.
- Debate issues.

- Dialogue with peers.
- Dialogue with family members or carers.
- Access resources in real time.
- Access other people and cultures in real time.
- Develop an online community.

The tools available for use within the learning platform for adults, children and young people include:

- Internet access.
- E-mail.
- Video-conferencing.
- Weblogs (online diaries).
- Wikis (online encyclopaedia or dictionary).
- Instant Messaging.
- An online personal space for adapting as a user to:
    - Upload work.
    - Access calendars and diaries.
    - Blog.

The personal space contained on a learning platform is designed to provide young users with the facility to share information and work collaboratively with others members of Suffolk's enable community. It should be noted that learning platforms provide the user with a private area where they may store information about themselves, accessible only to other platform users via an 'invite' system. Before students access and populate this area, guidance and support should be given to young people regarding the appropriate use of personal details on social networking sites (such as Facebook and Bebo) and how to keep themselves safe whilst online.

Children and young people should use their login and password to access the internet via the learning platform so that the level of filtering is appropriate. Staff should be ensuring that children and young people are not bypassing the login to get to the learning platform so that they are protected to the best of the school/education setting or other establishment's ability, in line with E2BN, AUP and SCC policy.

Staff or adults need to ensure they consider the risks and consequences of anything they or their children and young people may post to any web or social networking sites, as inappropriate comments or images can reflect poorly on an individual and can affect future careers.

School/Education Setting or Other Establishment Website (If Different To the Learning Platform Space)

The uploading of images to the school/education setting or other establishment website should be subject to the same acceptable agreement as uploading to any personal online space. Permission ought to be sought from the parent/carer prior to the uploading of any images. Settings should

consider which information is relevant to share with the general public on a website and use secure areas for information pertaining to specific audiences.

External Websites

In the event that a member of staff finds themselves or another adult on an external website, such as 'Rate My Teacher', as a victim, school/education setting or other establishments are encouraged to report incidents to the Headteacher and unions, using the reporting procedures for monitoring.

E-mail Use

The school/education setting or other establishment should have E-mail addresses for children and young people to use, as a class and/or as individuals as part of their entitlement to being able to understand different ways of communicating and using ICT to share and present information in different forms.

Individual email accounts can be traced if there is an incident of misuse whereas class email accounts cannot, especially for older users through our ICT provision from Bungay High School.

Staff, children and young people should use their school/education setting or other establishment issued email addresses for any communication between home and school/education setting or other establishment only. A breach of this may be considered a misuse.

Parents/carers are encouraged to be involved with the monitoring of emails sent, although the best approach with children and young people is to communicate about who they may be talking to and assess risks together.

Teachers are expected to monitor their class use of emails where there are communications between home and school/education setting or other establishment/setting, on a regular (weekly or as necessary) basis. Where an establishment has a network manager, there is an expectation that monitoring software is used to flag up inappropriate terms and that a senior member of the team has an overview of potential issues on a regular basis – refer to the Monitoring section for further information.

Mobile Phones and Other Emerging Technologies

School/education setting or other establishments should carefully consider how the use of mobile technologies can be used as a teaching and learning tool within the curriculum with the following areas of concern to be taken into consideration:

- *Inappropriate or bullying text messages.*

- *Images or video taken of adults or peers without permission being sought.*
- *'Happy slapping' – the videoing of violent or abusive acts towards a child, young person or adult which is often distributed.*
- *Sexting - the sending of suggestive or sexually explicit personal images via mobile phones.*
- *Wireless Internet access, which can bypass school/education setting or other establishment filtering and allow access to inappropriate or potentially harmful material or communications.*

School/education setting or other establishments must make a decision about the use of mobile phones or PDA devices by children during school/education setting or other establishment hours. It is important to consider that increased incidents of bullying and misuse have been reported where students are allowed to use them in school/education setting or other establishment. In settings where clear agreement on this issue are agreed to and followed, the level of misuse is reduced. Where inappropriate usage of said technologies does occur a virtual paper trail may be traceable, even if the message received is sent anonymously.

(I) Personal Mobile Devices

Staff should be allowed to bring in personal mobile phones or devices for their own use at break/lunch times, but **must not use personal numbers to contact children and young people under any circumstances.**

- Staff must ensure that there is no inappropriate or illegal content stored on the device and should be aware that using features, such as video or sound recording, may be subject to the same procedures as taking images from digital or video cameras (see 7.6 for further details).
- Staff should be aware that games consoles such as the Sony play station, Microsoft Xbox, Nintendo Wii and DSi and other such systems have Internet access which may not include filtering. Before use within school/education setting or other establishment, authorisation should be sought from the Headteacher and the activity supervised by a member of staff at all times.
- The school/education setting or other establishment is not responsible for any theft, loss or damage of any personal mobile device.

(ii) School/Education Setting or Other Establishment Issued Mobile Devices

The management of the use of these devices should be similar to those stated above, but with the following additions:

- Where the establishment has provided a mobile device to a member of staff, such as a laptop, PDA or mobile phone, only this equipment

should be used to conduct school/education setting or other establishment business outside of the school/education setting or other establishment environment.

It should also be policy to ensure that children and young people understand the use of a public domain and the consequences of misuse. Relevant curriculum links should be made to highlight the legal implications and the involvement of law enforcement. Other technologies which school/education settings and other establishments use with children and young people include:

. Photocopiers.
. Scanners
. Telephones.
. PDAs/Tablet style devices, e.g. iPads.

Video and Photographs

The term 'image' refers to the taking of video footage or photographs via any camera or other technology, e.g. a mobile phone.

Staff should not use **personal** mobiles or other personal devices with a camera such as a tablet or laptop.

Images should be taken on devices provided by the school. These images should be stored in an agreed centrally located destination on the school network. Devices with images stored should be checked at regular intervals and cleared appropriately.

It is also highly recommended that permission is sought prior to any uploading of images to check for inappropriate content.

The sharing of photographs via weblogs, forums or any other means online should only occur after permission has been given by a parent/carer or member of staff.

Photographs/images used to identify children and young people in a forum or using Instant Messaging within the learning platform should be representative of the child rather than of the child e.g. an avatar.

Any photographs or video clips uploaded should not have a file name of a child, especially where these may be uploaded to a school/education setting or other establishment website. Photographs should only ever include the child's first name although safeguarding guidance states either a child's name or a photograph but not both.

Group photographs are preferable to individual children and young people and should not be of any compromising positions or in inappropriate clothing, e.g. gym kit. The School/education setting or other establishment will need to decide how photographs will be used, including where they will be stored

(central location which could be viewed by anyone) and when they will be deleted.

It is current practice by external media such as local and national newspapers to include the full name of children and young people in their publications. Photographs of children/young people should only be used after permission has been given by a parent/carer.

Video-Conferencing and Webcams

Flashmeeting is the main video conferencing service provided by E2BN which allows staff to preset a secure 'conference room' which remains under their control throughout the session. The use of webcams to video-conference will be via E2BN which is a filtered service. Publicly accessible webcams are not used in school/education setting or other establishment.

Taking images via a webcam should follow the same procedures as taking images with a digital or video camera.

Permission should be sought from parents and carers if their child is engaged in video conferencing with individuals or groups outside of the school/education setting or other establishment.. This process should always supervised by a member of staff and a record of dates, times and participants held by the school/education setting or other establishment.

Children need to tell an adult immediately of any inappropriate use by another child or adult. (This is part of the Acceptable Use Agreement).

Where children, young people (or adults) may be using a webcam in a family area at home, they should have open communications with parents/carers about their use and adhere to the Acceptable Use Agreement.

Managing Social Networking

Social networking sites have emerged in recent years as a leading method of communication proving increasingly popular amongst both adults and young people alike. The service offers users both a public and private space through which they can engage with other online users. With responsible use, this technology can assist with the development of key social skills whilst also providing users with access to a range of easily accessible, free facilities. However, as with any technology that opens a gateway to online communication with young people, there are a number of risks associated which must be addressed.

With this in mind, both staff and pupils are encouraged to think carefully about the information which they provide on such websites and the way in which it can be manipulated when published (examples of which include Facebook, Instagram, Twitter.)

In response to this issue the following measures should be put in place:

- The school/education setting or other establishment/educational should control access to social networking sites through existing filtering systems.
- Students are advised against giving out personal details or information, which could identify them or their location (e.g. mobile phone number, home address, school/education setting or other establishment name, groups or clubs attended, IM and email address or full names of friends).
- Students are discouraged from posting personal photos on social networking sites without considering how publicly accessible the information is and the potential for misuse. Advice is also given regarding background images in photos, which could reveal personal details (e.g. house number, street name, school/education setting or other establishment uniform).
- Pupils are advised on social networking security and recommendations made for privacy settings to be activated to 'Friends only' for all applications to restrict unsolicited access. The importance of passwords and blocking of unwanted communications is also highlighted.
- The school/education setting or other establishment should be aware that social networking can be a vehicle for cyber bullying. Pupils are encouraged to report any incidents of bullying to the school/education setting or other establishment allowing for the procedures, as set out in the anti-bullying policy, to be followed.

Social Networking Advice for Staff

Social networking outside of work hours, on non school/education setting or other establishment-issue equipment, is the personal choice of all school/education setting or other establishment staff. Owing to the public nature of such websites, it is advisable for staff to consider the possible implications of participation. The following advice should be considered if involved in social networking:

- Personal details are never shared with pupils such as private email address, telephone number or home address. It is recommended that staff ensure that all possible privacy settings are activated to prevent students from making contact on personal profiles. The simplest and most effective way to do this is to remove details from search results and turn off public visibility.
- Staff should not engage in personal online contact with students outside of Headteacher authorised systems (e.g. school/education setting or other establishment email account for homework purposes).

- Staff should ensure that full privacy settings are in place to prevent students from accessing photo albums or personal information.
- Staff are advised against accepting invites from colleagues until they have checked with them in person that the invite is genuine (avoiding fake profiles set up by students).
- There is well documented evidence to suggest that social networking can be a highly effective tool for communicating with students on a **professional** level. Some school/education setting or other establishments, other educational and other settings have set up accounts on Facebook to manage and monitor public and pupil communications through designated members of staff. Other such professional social networking tools include EdModo or Virtual Learning Environments such as Moodle which contain similar features. This section is under review and staff are advised to seek advice from the Headteacher before using any of these technologies for pupil liason.

Safeguarding Measures – Filtering

Staff, children and young people are required to use the personalised learning space and all tools within it, in an acceptable way.
Please refer to the Acceptable Use Agreement for Staff and children and young people for the appropriate use of the learning platform.

The school broadband connectivity has a filter system which should be set at an age appropriate level so that inappropriate content is filtered and tools are appropriate to the age of the child. **All** filtering should be set to 'No Access' within any setting and then controlled via:

- Portal Control (controls filtering at local site level) which controls individual access to the Internet. This also links to the E2BN criteria 'Schedule 11' of Level Four site filtering to qualify for access to the broadband services.
- Local Control – controls access to websites and provides the option to add to a 'restricted list'.

The Headteacher should sign a disclaimer stating agreement to the filtering levels being maintained as part of the connectivity to broadband requirements from E2BN-pl. In the event that the site level is not set to 'No Access', the Headteacher and Governors should write a letter to the LA to explain how they intend to safeguard their children and young people. E.g. Use an appropriate accredited service such as Netsweeper or school/education setting or other establishment guardian so that the minimum of Beta Level Four is met.

The levels listed below are in relation to age-appropriate categories:

Level One	E2BN standard basic minimum adult policy.
Level Two	E2BN standard senior pupils' policy.
Level Three	E2BN standard younger pupils' policy.
Level Four	E2BN standard young pupil's policy.
	No search, no politics and religion.

This complies with the agreed connectivity legalities with Synetrix and E2BN and also ensures our younger audiences are not exposed to unnecessary risks e.g. a blanket Level Two for Primary school/education establishment or other establihsment users, is inappropriate.

The learning platform is set within a filtering service that will provide the same level of protection for all users.

Anti-virus and anti-spyware software is used on all network and stand alone PCs or laptops and is updated on a regular basis.

A firewall ensures information about children and young people and the school/education or other establishment cannot be accessed by unauthorised users.

The 'skin' of the online personal space is age appropriate and only tools appropriate to the age of the child are available.

An RSS (Really Simple Syndication) feed provides a direct link to commonly used websites so that children and young people do not need to leave their personal space for updates.

Children should use a search engine that is age appropriate such as AskJeeveskids or Yahooligans.

Links or feeds to on-line safety websites are provided.
Hector Protector should be used as a screen cover so that anything accidentally accessed can be covered whilst an adult is informed.

For older children and young people, the Report Abuse button is available should there be a concern of inappropriate or malicious contact made by someone unknown. This provides a safe place for children and young people to report an incident if they feel they cannot talk to a known adult.

CEOP (Child Exploitation and Online Protection Centre) training for secondary children and young people (and Year 6 Primary children) is annual and part of the PSHE curriculum for raising awareness on staying safe and being responsible. A link to the www.thinkukknow.co.uk website is part of the skin layout for further advice and information on children or young people's personal online spaces. *Encryption codes on wireless systems prevent hacking.*

Tools for Bypassing Filtering

Web proxies are probably the most popular and successful ways for students to bypass Internet filters today, identifying a cause for concern amongst school/education setting or other establishments, where children and young people can access the Internet. Web proxies also provide an anonymous route through filtering safeguards in existence on networked facilities, allowing users to navigate through potentially harmful or inappropriate content.

A web proxy is capable of hiding the IP address of the user and opening unrestricted and, in cases, unidentifiable channels through which material can be viewed. The most common use of this tool amongst students is to access social networking features, gaming websites or information of an adult nature- all of which is blocked through the school/education setting or other establishment's filtering system.

Due to the ever evolving nature of this bypassing tool, and the tens of thousands of websites offering set-up guidance, this is not an issue that can be solved overnight. It is advisable to refer to it within the Acceptable Use Agreement for both staff and pupils as an effective way for school/education setting or other establishments to manage the problem.

Students and staff are forbidden to use any technology designed to circumvent, avoid or bypass any school/education setting or other establishment security controls (including internet filters, antivirus solutions or firewalls) as stated in the Acceptable Use Agreement.

Violation of this rule will result in disciplinary or in some circumstances legal action. Please refer to the 'Staff Procedures Following Misuse by Staff/Children and Young People' sections of this document.

Monitoring

The on-line safety Lead and/or a senior member of staff should be monitoring the use of online technologies by children and young people and staff, on a regular basis.

Teachers should monitor the use of the learning platform and Internet during lessons and also monitor the use of e-mails from school/education setting or other establishment and at home, on a regular basis.

School/Education Setting or Other Establishment Library

The computers in the school/education setting or other establishment library should be protected in line with the school/education setting or other establishment network.
Where software is used that requires a child login, this ought to be password protected so that the child is only able to access themselves as a user. Children and young people should be taught not to share passwords.

The same acceptable use agreement applies for any staff and children and young people using this technology.

Parents – Roles

Each child or young person should receive a copy of the Acceptable Use Agreement on an annual basis or first-time entry to the school/education setting or other establishment which needs to be read with the parent/carer, signed and returned to school/education setting or other establishment, confirming both an understanding and acceptance of the agreement.

It should be expected that parents/carers will explain and discuss the agreement with their child, where appropriate, so that they are clearly understood and accepted.
School/education setting or other establishment should keep a record of the signed forms.

Support

As part of the approach to developing on-line safety awareness with children and young people, our school will offer parents the opportunity to find out more about how they can support the school in keeping their child safe and find out what they can do to continue to keep them safe whilst using online technologies outside school. The school wants to promote a positive attitude to using the World Wide Web and therefore want parents to support their child's learning and understanding of how to use online technologies safely and responsibly.

The school will do this by holding an on-line safety Parent/Carer Information Evenings once per annum. Also keep website and app updated with relevant information.

Part of this evening will provide parents with information on how the school protects children and young people whilst using the learning platform facilities, such as the Internet and E-mail. It will also be an opportunity to explore how the school is teaching children and young people to be safe and responsible Internet users and how this can be extended to use beyond the school.

Resources

The school/education setting or other establishment:

- *Can use the Childnet International 'KnowITAll for Parents' CD/online materials (http://www.childnet-int.org.uk/kia/parents/cd/) to deliver key messages and raise awareness for parents/carers and the community.*
- *Ensure that skills around internet use are offered as part of the follow-up training for parents/carers so they know how to use the tools their children and young people are using.*

- *Endeavour to provide access to the internet for parents/carers so that appropriate advice and information can be accessed where there may be no internet at home, subject to arrangement.*

The Appendices detail where parents/carers can go for further support beyond the school/education setting or other establishment.

Links to Other Policies - Behaviour and Anti-Bullying Policies

Please refer to the Behaviour Policy for the procedures in dealing with any potential bullying incidents via any online communication, such as mobile phones, e-mail or blogs. School/education setting or other establishments should have an up to date Anti-bullying Policy, which will include any cyber bullying issues.

All behaviours should be seen and dealt with in exactly the same way, whether on or off-line and this needs to be a key message which sits within all ICT and PSHE materials for children and young people and their parents/carers. People should not treat online behaviours differently to off-line behaviours and should have exactly the same expectations for appropriate behaviour. This is a key message which should be reflected within Behaviour and Anti-bullying Policies as it is only the tools and technologies that change, not the behaviour of children, young people and adults.

Managing Allegations against Adults Who Work With Children and Young People

Please refer to the Managing Allegation Procedure, in order to deal with any incidents that occur as a result of using personal mobile or e-mail technologies. The procedures detail how to deal with allegation of misuse or misconduct being made by any member of staff or child about a member of staff.

Allegations made against a member of staff should be reported to the Senior Designated Person (SDP) for safeguarding within the school/education setting or other establishment immediately. In the event of an allegation being made against a Head teacher, the Chair of Governors should be notified immediately.

Local Authority Designated Officer (LADO) - Managing Allegations:

The Local Authority has designated Officers who are involved in the management and oversight of individual cases where there are allegations against an adult in a position of trust. They provide advice and guidance to all of the above agencies and services, and monitor the progress of the case to ensure all matters are dealt with as quickly as possible, consistent with a

thorough and fair process. In addition to this they liaise with the police and other agencies.

Disciplinary Procedure for All School/Education Setting or Other Establishment Based Staff

In the event that a member of staff may be seen to be in breach of behaviour and good conduct through misuse of online technologies, this policy outlines the correct procedures for ensuring staff achieve satisfactory standards of behaviour and comply with the rules of the Governing Body.

Curriculum Development

The teaching and learning of on-line safety should be embedded within the school/education establishment curriculum to ensure that the key safety messages about engaging with people are the same whether children and young people are on or off line. This may form part of the PHSE module but is not exclusive to this area of curriculum and opportunities to embed on-line safety throughout the curriculum should be sought.

Health and Safety

Refer to the Health and Safety Policy and procedures of the school/education setting or other establishment and the County Council for information on related topics, particularly Display Screen Equipment, Home working and Accident/Incident reporting procedures. Wireless technologies are not considered to be a hazard following advice from the Health Protection Agency to the Government.

CCTV

To comply with both the Data Protection Act 1998 and the Information Commissioner's CCTV Code of Practice, all school/education setting or other establishments using CCTV for security and safety purposes must publicly declare that they are doing so. The school/education setting or other establishment should have erected a sign to inform members of the public that they are entering a surveillance area and to display the following key information.

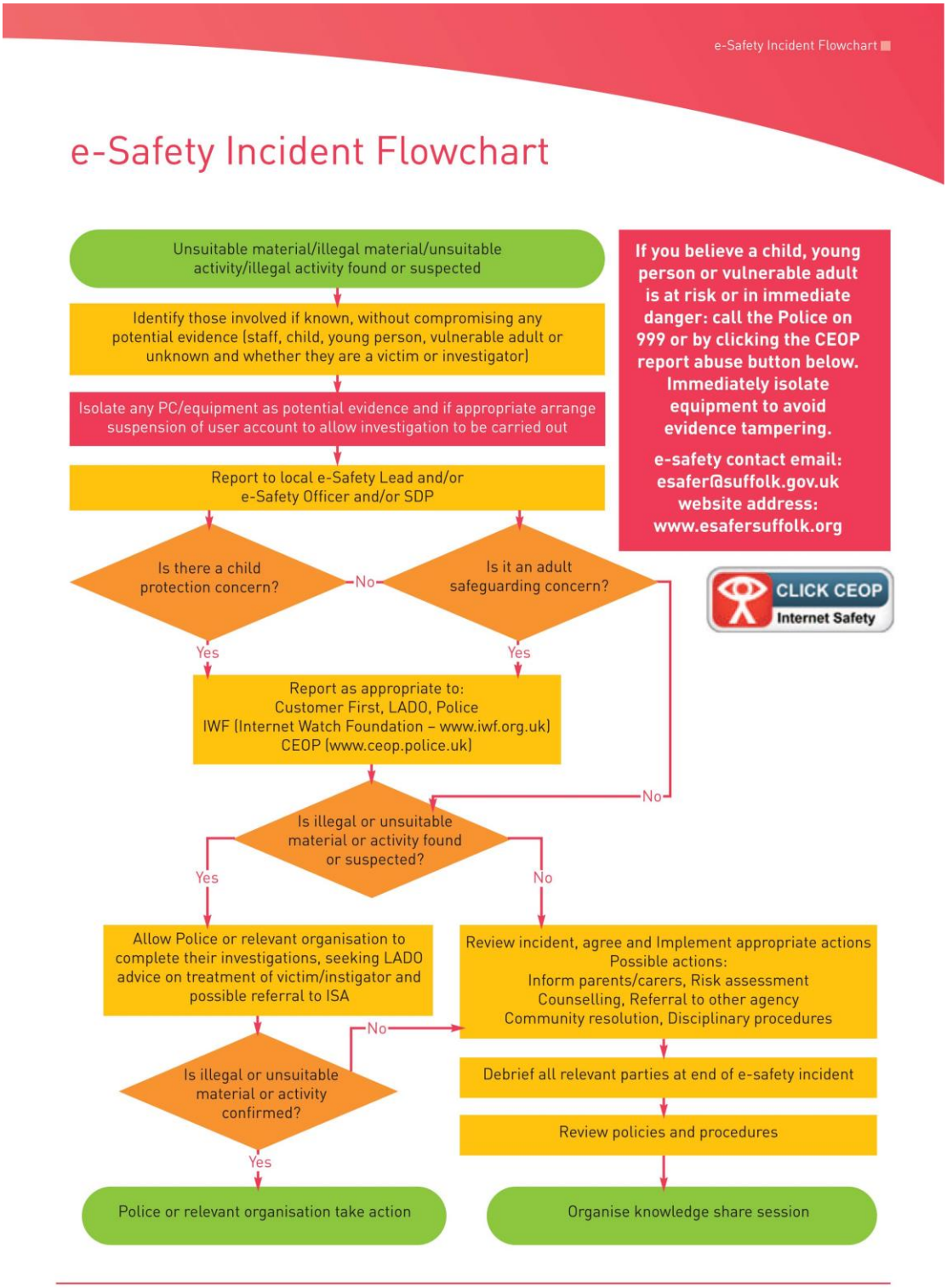
- The name of the school/education setting or other establishment/individuals responsible for the CCTV system.
- The contact details of who is responsible for the system.
- The purpose of the CCTV system.

The school/education setting or other establishment must ensure that all images recorded through the CCTV system are fully traceable with the date,

time, recording device and person responsible for recording all detail in a secure log for audit trail purposes.

A robust and thoughtful collection of Standard Operating Procedures should be in place to govern the day to day operation of the CCTV system. For data security purposes a restricted number of staff should have access to any images and recordings held by the school/education setting or other establishment.

Fig 1: on-line safety Flow Chart



Appendix 4.
Acceptable Use Agreement for Staff, Governors and Visitors.

This agreement applies to all online use and to anything that may be downloaded or printed.

All adults within the school/education setting or other establishment must be aware of their safeguarding responsibilities when using any online technologies, such as the internet, E-mail or social networking sites. They are asked to sign this Acceptable Use Agreement so that they provide an example to children and young people for the safe and responsible use of online technologies. This will educate, inform and protect adults so that they feel safeguarded from any potential allegations or inadvertent misuse themselves.

- I know that I must only use the school/education setting or other establishment equipment in an appropriate manner and for professional uses.
- I understand that I need to give permission to children and young people before they can upload images (video or photographs) to the internet or send them via E-mail.
- I know that images should not be inappropriate or reveal any personal information of children and young people if uploading to the internet.
- I have read the Procedures for Incidents of Misuse so that I can deal with any problems that may arise, effectively.
- I will report accidental misuse.
- I will report any incidents of concern for a child or young person's safety to the Headteacher, Senior Designated Person or on-line safety Lead in accordance with procedures listed in the Acceptable Use Policy.
- I know who my Senior Designated Person is.
- I know that I am putting myself at risk of misinterpretation and allegation should I contact children and young people via personal technologies, including my personal e-mail. I know I should use the school/education setting or other establishment e-mail address and phones (if provided) and only to a child's school/education setting or other establishment e-mail address upon agreed use within the school/education setting or other establishment.
- I know that I must not use the school/education setting or other establishment system for personal use unless this has been agreed by the Headteacher and/or On-Safety Lead.
- I know that I should complete virus checks on my laptop and memory stick or other devices so that I do not inadvertently transfer viruses, especially where I have downloaded resources.
- I will ensure that I follow the Data Protection Act 1998 and have checked I know what this involves.

- I will ensure that I keep my password secure and not disclose any security information unless to appropriate personnel. If I feel someone inappropriate requests my password I will check with the on-line safety Lead prior to sharing this information.
- I will adhere to copyright and intellectual property rights.
- I will only install hardware and software I have been given permission for.
- I accept that the use of any technology designed to avoid or bypass the school/education setting or other establishment filtering system is forbidden. I understand that intentional violation of this rule may result in disciplinary procedures being initiated.
- I have been given a copy of the Acceptable Use Policy to refer to about all on-line safety issues and procedures that I should follow.

I have read, understood and agree with these Agreement as I know that by following them I have a better understanding of on-line safety and my responsibilities to safeguard children and young people when using online technologies.

Signed……..Date……..

Name (printed)…….

School/education setting or other establishment……

Appendix 5. Acceptable Use Policy for Young People (Below Academic Year 10)

My On-Line Safety Agreement

This is my agreement for using the internet safely and responsibly.

- I will use the internet to help me learn.
- I will learn how to use the internet safely and responsibly.
- I will only send online messages that are polite and friendly.
- I will only message, chat to or video call people I know in the real world or that a trusted adult has approved.
- Adults are aware when I use online tools for gaming, social media and messaging.
- I agree never to give out passwords or personal information like my full name, address or phone numbers.
- I agree never to post photographs or video clips without permission from a trusted adult.
- If I need help I know who I can ask and that I can go to www.thinkuknow.co.uk for help if I cannot talk to a trusted adult.
- If I see anything on the internet that makes me feel uncomfortable, I know what to do, remember our CEOP button on our website. www.ceop.police.uk/safety-centre/
- If I receive a message, photo sent by someone I don't know, I know what to do.
- I know I should follow these guidelines as part of the agreement with my parent/carer.
- I agree to look after myself and others by using my internet in a safe and responsible way in school and at home.

Signed..... Dated.....

Name.....(Printed)