

Stephenson Way Academy and Nursery School



E-Safety Policy and Guidelines

Dates

Date of Implementation	1 st January 2017
Date of last review	31 st December 2017
Date of next review	31 st December 2018

Staff

Lead member of staff	Mr L. Jones
Lead governor	Mrs A. Mole

Signed

Lead member of staff	
Lead governor	

This policy should be read in conjunction with the following documents:

- DFE Keeping Children Safe in Education Statutory Guidance September 2016;
- HM Government What to do if you're worried a child is being abused March 2015;
- HM Government Working together to safeguard children March 2015;
- Child Protection within Safeguarding Policy and Guidance for Schools.

CONTENTS

Why does a School or Setting need an e-Safety Policy?

In today's society, children, young people and adults interact with technologies such as mobile phones, games consoles and the Internet on a daily basis and experience a wide range of opportunities, attitudes and situations. The exchange of ideas, social interaction and learning opportunities involved are greatly beneficial to all, but can occasionally place children, young people and adults in danger.

e-Safety covers issues relating to children and young people as well as adults and their safe use of the Internet, mobile phones and other electronic communications technologies, both in and out of school. It includes education for all members of the school community on risks and responsibilities and is part of the 'duty of care' which applies to everyone working with children.

Schools and other settings must decide on the right balance between controlling access to the internet and technology, setting rules and boundaries and educating students and staff about responsible use. Schools must be aware that children and staff cannot be completely prevented from being exposed to risks both on and offline. Children should be empowered and educated so that they are equipped with the skills to make safe and responsible decisions as well as to feel able to report any concerns. All members of staff need to be aware of the importance of good e-Safety practice in the classroom in order to educate and protect the children in their care. Members of staff also need to be informed about how to manage their own professional reputation online and demonstrate appropriate online behaviours compatible with their role.

Breaches of an e-Safety policy can and have led to civil, disciplinary and criminal action being taken against staff, pupils and members of the wider school community. It is crucial that all settings are aware of the offline consequences that online actions can have.

Schools must be aware of their legal obligations to safeguard and protect children on and offline and the accountability of these decisions will sit with the Head Teacher and the Governing body.

The e-Safety policy is essential in setting out how the school plans to develop and establish its e-Safety approach and to identify core principles which all members of the school community need to be aware of and understand.

Teachers and officers working with child protection officers, multi-agency children's workforce professionals and Kent Police have produced this template to help schools write their own e-Safety policies. The policy template provides a range of statements to make policy review easier and more comprehensive. It should be used to develop the schools e-Safety ethos and whole school approach. This policy template is suitable for all schools and other educational settings (such as Pupil Referral Units, 14-19 settings and Hospital schools etc) and we encourage all establishments to ensure that their e-Safety policy is fit for purpose and individualised for the context of each setting. For simplicity we have used the terms 'school', 'pupils' and 'students' in the document, but wider educational settings are equally relevant.

1.1 Who will write and review the policy?

The e-Safety Policy is part of many different schools policies including the ICT Policy, Child Protection or Safeguarding Policy, Anti-Bullying and School Development Plan and should relate to other policies including those for behaviour, for personal, social and health education (PSHE) and for citizenship. Policy construction provides a method to review practice - in this case the use of technology and its benefits and risks. The more that staff, parents, governors and pupils are involved in deciding and creating the policy, the more effective it will be.

It is recommended as best practice that all schools appoint an e-Safety Coordinator to lead on e-Safety. The person who is appointed does not need to have vast technical knowledge; however it would be helpful if they had some basic understanding of ICT.

The school's Designated Child Protection Coordinator (DCPC) will need to be aware of e-Safety training and resources and be available should any child wish to disclose information regarding an online incident. Therefore it may be an idea to elect them as e-Safety representative. However another member of staff may be selected. The DCPC must be made aware of any disclosures, incidents or Child Protection concerns. The Senior Leadership Team and Governing Body must be involved and should review the e-Safety policy annually and monitor its impact. They will also need to ensure that they take responsibility for revising the e-Safety policy and practice where necessary (such as after an incident or change in national legislation).

The Headteacher and Governing body have a legal responsibility to safeguard children and staff and this includes online activity.

- The school has appointed an e-Safety Coordinator.
- The e-Safety Policy and its implementation will be reviewed annually.
- Our e-Safety Policy has been written by the school, building on the DCC e-Safety Policy and government guidance.
- Our School Policy has been agreed by the Senior Leadership Team and approved by governors
- The School has appointed a member of the Governing Body to take lead responsibility for e-Safety

The School e-Safety Coordinator is Mr L. Jones

1.2 Teaching and learning

1.2.1 Why is Internet use important?

The rapid developments in electronic communications are having many effects on society. It is important to state what we are trying to achieve in education through ICT and Internet use.

- Internet use is part of the statutory curriculum and is a necessary tool for learning.
- The Internet is a part of everyday life for education, business and social interaction.
- The school has a duty to provide students with quality Internet access as part of their learning experience.
- Pupils use the Internet widely outside school and need to learn how to evaluate Internet information and to take care of their own safety and security.
- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management functions.
- Internet access is an entitlement for students who show a responsible and mature approach to its use.

1.2.2 How does Internet use benefit education?

A number of studies and government projects have identified the educational benefits to be gained through the appropriate use of the Internet including increased pupil attainment.

Benefits of using the Internet in education include:

- access to worldwide educational resources including museums and art galleries;
- educational and cultural exchanges between pupils worldwide;
- vocational, social and leisure use in libraries, clubs and at home;
- access to experts in many fields for pupils and staff;
- professional development for staff through access to national developments, educational materials and effective curriculum practice;
- collaboration across networks of schools, support services and professional associations;
- improved access to technical support including remote management of networks and automatic system updates;
- exchange of curriculum and administration data with DCC and DfE;
- access to learning wherever and whenever convenient.

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- professional development for staff through access to national developments, educational materials and effective curriculum practice;
- collaboration across networks of schools, support services and professional associations;
- improved access to technical support including remote management of networks and automatic system updates;
- exchange of curriculum and administration data with Durham LA and DCSF;
- access to learning wherever and whenever convenient.

Increased computer numbers and improved Internet access may be provided but its impact on pupils learning outcomes should also be considered. Developing effective practice in using the Internet for teaching and learning is essential. Pupils need to learn digital literacy skills and to refine their own publishing and communications with others via the Internet. Respect for copyright and intellectual property rights, and the correct use of published material should be taught. Methods to detect plagiarism may need to be developed.

1.2.4 How will pupils learn how to evaluate Internet content?

The quality of information received via radio, newspaper and telephone is variable and everyone needs to develop critical skills in selection and evaluation. Information received via the Internet, email or text message requires even better information handling and digital literacy skills. In particular it may be difficult to determine origin, intent and accuracy, as the contextual clues may be missing or difficult to read. A whole curriculum approach may be required.

Researching potentially emotive themes such as the Holocaust, animal testing, nuclear energy etc provide an opportunity for pupils to develop skills in evaluating Internet content. For example researching the Holocaust will undoubtedly lead to Holocaust denial sites which teachers must be aware of.

Pupils will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

Pupils will be taught to use search engines appropriately for their age.

1.3 Managing Information Systems

1.3.1 How will information systems security be maintained?

It is important to review the security of the whole system from user to Internet. This is a major responsibility that includes not only the delivery of essential learning services but also the personal safety of staff and pupils.

ICT security is a complex issue which cannot be dealt with adequately within this document. A number of agencies can advise on security including DCC and network suppliers.

- The security of the school information systems and users will be reviewed regularly.
- Virus protection will be updated regularly.
- The school will comply with the terms of the data protection act, and is responsible for registering with the information commissioner's office. www.ico.gov.uk advice is available from www.ico.gov.uk/for_organisations/sector_guides/education.aspx
- The ICT coordinator/network manager will review system capacity regularly.
- The use of user logins and passwords to access the school network will be enforced.

1.3.2 How will email be managed?

Email is an essential means of communication for both staff and pupils. Directed email use can bring significant educational benefits; interesting projects between schools in neighbouring villages and in different continents can be created, for example.

The implications of email use for the school and pupils need to be thought through and appropriate safety measures put in place. Unregulated email can provide routes to pupils that bypass the traditional school boundaries.

A central question is the degree of responsibility that can be delegated to individual pupils as once email is available it is difficult to control. Restriction of incoming and outgoing email to approved addresses and filtering for unsuitable content is possible.

In the school context (as in the business world), email should not be considered private and most schools and many firms reserve the right to monitor email. There is a balance to be achieved between necessary monitoring to maintain the safety of pupils and staff and the preservation of human rights, both of which are covered by recent legislation. It is important that staff understand they should be using a work provided email account to communicate with parents/carers, pupils and other professionals for any official school business. This is important for confidentiality and security and also to safeguard members of staff from allegations.

The use of email identities such as john.smith@school.durham.sch.uk generally needs to be avoided for younger pupils, as revealing this information could potentially expose a child to identification by unsuitable people. Email accounts should not be provided which can be used to identify both a student's full name and their school. Secondary schools should limit pupils to email accounts approved and managed by the school. For primary schools, whole-class or project email addresses should be used. When using external providers to provide students with email systems, schools must pay close attention to the sites terms and conditions as some providers have restrictions of use and age limits for their services.

Spam, phishing and virus attachments can make email dangerous. The Kent Public Service Network uses industry leading email relays to stop unsuitable mail using reputation filtering. Currently about 95% of email is rejected as spurious.

- Pupils may only use approved email accounts for school purposes.
- Pupils must immediately tell a designated member of staff if they receive offensive email.
- Pupils must not reveal personal details of themselves or others in email communication, or arrange to meet anyone without specific permission from an adult.
- Staff will only use official school provided email accounts to communicate with pupils and parents/carers, as approved by the Senior Leadership Team.
- Staff should not use personal email accounts during school hours or for professional purposes.

1.3.3 How will published content be managed?

Many schools have created excellent websites and communication channels, which inspire pupils to publish work of a high standard. Websites can celebrate pupils' work, promote the school and publish resources for projects. Editorial guidance will help reflect the school's requirements for accuracy and good presentation.

Sensitive information about schools and pupils could be found in a newsletter but a school's website is more widely available. Publication of any information online should always be considered from a personal and school security viewpoint. Material such as staff lists or a school plan may be better published in the school handbook or on a secure part of the website which requires authentication.

The contact details on the website should be the school address, email and telephone number. Staff or pupils' personal information must not be published.

The head teacher will take overall editorial responsibility for online content published by the school and will ensure that content published is accurate and appropriate.

The school website will comply with the school's guidelines for publications including respect for intellectual property rights, privacy policies and copyright.

1.3.4 Can pupils' images or work be published?

Still and moving images and sound add liveliness and interest to a publication, particularly when pupils can be included. Nevertheless the security of staff and pupils is paramount. Although common in newspapers, the publishing of pupils' names with their images is not acceptable. Published images could be reused, particularly if large images of individual pupils are shown.

Strategies include using relatively small images of groups of pupils and possibly even using images that do not show faces at all. "Over the shoulder" can replace "passport style" photographs but still convey the educational activity. Personal photographs can be replaced with self portraits or images of pupils' work or of a team activity. Pupils in photographs should, of course, be appropriately clothed.

Images of a pupil should not be published without the parent's or carer's written permission. Some schools ask permission to publish images of work or appropriate personal photographs on entry, some once a year, others at the time of use.

Images or videos that include pupils will be selected carefully and will not provide material that could be reused.

Pupils' full names will not be used anywhere on the website, particularly in association with photographs.

Written permission from parents or carers will be obtained before images/videos of pupils are electronically published.

1.3.5 Management of Social Networking, Social Media and Personal Publishing

Parents and teachers need to be aware that the Internet has emerging online spaces and social networks which allow individuals to publish unmediated content. Social networking sites can connect people with similar or even very different interests. Users can be invited to view personal spaces and leave comments, over which there may be limited control.

For responsible adults, social networking sites provide easy to use, free facilities, although advertising often intrudes and some sites may be dubious in content. Pupils should be encouraged to think about the ease of uploading personal information, the associated dangers and the difficulty of removing an inappropriate image or information once published.

All staff should be made aware of the potential risks of using social networking sites or personal publishing either professionally with students or personally. They should be made aware of the importance of considering the material they post, ensuring profiles are secured and how publishing unsuitable material may affect their professional status.

Examples of social media and personal publishing tools include: blogs, wikis, social networking, forums, bulletin boards, multiplayer online gaming, chatrooms, instant messenger and many others.

When accessing school computers these guidelines must be followed:

- The school will control access to social media and social networking sites.
- Pupils are advised never to give out personal details of any kind which may identify them and/or their location. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and email addresses, full names of friends/family, specific interests and clubs etc.
- Staff wishing to use Social Media tools with students as part of the curriculum will risk assess the sites before use and check the sites terms and conditions to ensure the site is age appropriate. Staff will obtain documented consent from the Senior Leadership Team before using Social Media tools in the classroom.
- Staff official blogs or wikis should be password protected and run from the school website with approval from the Senior Leadership Team. Members of staff are advised not to run social network spaces for pupil use on a personal basis.
- Personal publishing will be taught via age appropriate sites that are suitable for educational purposes. They will be moderated by the school where possible.
- Pupils will be advised on security and privacy online and will be encouraged to set passwords, deny access to unknown individuals and to block unwanted communications. Pupil will be encouraged to approve and invite known friends only on social networking sites and to deny access to others by making profiles private.
- All members of the school community are advised not to publish specific and detailed private thoughts, especially those that may be considered threatening, hurtful or defamatory.
- Newsgroups will be blocked unless a specific use is approved.
- Concerns regarding students' use of social networking, social media and personal publishing sites (in or out of school) will be raised with their parents/carers, particularly when concerning students' underage use of sites.
- Staff personal use of social networking, social media and personal publishing sites will be discussed as part of staff induction and safe and professional behaviour will be outlined in the school Acceptable Use Policy.

1.3.6 How will filtering be managed?

Internet filtering must be suitable for all members of the school community. Older secondary pupils, as part of a supervised project, might need to access specific adult materials; for instance a course text or set novel might include references to sexuality. Teachers might need to research areas including drugs, medical conditions, bullying, racism or harassment. In such cases, legitimate use should be recognised and restrictions removed temporarily.

It is important that schools recognise that filtering is not 100% effective. There are ways to bypass filters (such as using proxy websites, using a device not connected to the network e.g. mobile phone).

Occasionally mistakes may happen and inappropriate content may be accessed. It is therefore important that children should always be supervised when using internet access and that Acceptable Use Policies are in place. In addition, Internet Safety Rules should be displayed, and both children and adults should be educated about the risks online. There should also be an Incident Log to report breaches of filtering or inappropriate content being accessed. Procedures need to be established to report such incidents to parents and DCC.

Any material that the school believes is illegal must be reported to appropriate agencies such as IWF, Durham Police or CEOP (see e-Safety contacts and references).

Websites which schools believe should be blocked centrally should be reported to the ICT Service Desk. Teachers should always evaluate any websites/search engines before using them with their students; this includes websites shown in class as well as websites accessed directly by the pupils. Often this will mean checking the websites, search results etc just before the lesson. Remember that a site considered safe one day may be changed due to the Internet being a dynamic entity. Particular attention should also be paid to advertisements as they can change each time the web page is accessed.

Stephenson Way Academy and Nursery School can change the default filtering settings directly by authorised people within the school by connecting to a website. For other sites the responsibility for checking the suitability of the site rests with the teacher requesting access.

The school is responsible for ensuring the following actions:

- The school's broadband access will include filtering.
- The school has a system in place to make changes to the filter, including deciding who is responsible for authorising changes.
- The school works with DCC/Tudhoe Learning Trust to review filtering
- The school has a clear procedure for reporting breaches of filtering. All members of the school community (all staff and all pupils) will be aware of this procedure.
- If staff or pupils discover unsuitable sites, the URL will be reported to the School e-Safety Coordinator who will then record the incident and escalate the concern as appropriate.
- The School filtering system will block all sites on the Internet Watch Foundation (IWF) list.
- Changes to the school filtering policy will be risk assessed by staff with educational and technical experience prior to any changes and where appropriate with consent from the Senior Leadership Team.
- The School Senior Leadership Team will ensure that regular checks are made to ensure that the filtering methods selected are effective.
- Any material that the school believes is illegal will be reported to appropriate agencies such as IWF, Durham Police or CEOP

1.3.7 How will videoconferencing be managed?

Videoconferencing enables users to see and hear each other between different locations. This 'real time' interactive technology has many uses in education.

Equipment ranges from small PC systems (web cameras) to large room-based systems that can be used for whole classes or lectures. Systems include complex standalone equipment and software based systems such as Skype.

All videoconferencing equipment in the classroom must be switched off when not in use and not set to auto answer.

Videoconferencing contact information will not be put on the school Website.

The equipment must be secure and if necessary locked away when not in use.

School videoconferencing equipment will not be taken off school premises without permission.

Responsibility for the use of the videoconferencing equipment outside school time will be established with care.

Users

Pupils will ask permission from a teacher before making or answering a videoconference call.

Videoconferencing will be supervised appropriately for the pupils' age and ability.

Parents and carers consent should be obtained prior to children taking part in videoconferences.

Only key administrators should be given access to videoconferencing administration areas or remote control pages.

Unique log on and password details for the educational videoconferencing services should only be issued to members of staff and kept secure.

Content

When recording a videoconference lesson, written permission should be given by all sites and participants. The reason for the recording must be given and the recording of videoconference should be clear to all parties at the start of the conference. Recorded material shall be stored securely.

Videoconferencing is a challenging activity with a wide range of learning benefits. Preparation and evaluation are essential to the whole activity.

If third party materials are to be included, check that recording is acceptable to avoid infringing the third party intellectual property rights.

Establish dialogue with other conference participants before taking part in a videoconference. If it is a non school site it is important to check that they are delivering material that is appropriate for your class.

1.3.8 How are emerging technologies managed?

Many emerging communications technologies offer the potential to develop new teaching and learning tools, including mobile communications, Internet access, collaboration and multimedia tools. A risk assessment needs to be undertaken on each new technology for effective and safe practice in classroom use to be developed. The safest approach is to deny access until a risk assessment has been completed and safety has been established.

Virtual online classrooms and communities widen the geographical boundaries of learning. Approaches such as mentoring, online learning and parental access are becoming embedded within school systems. Online communities can also be one way of encouraging a disaffected pupil to keep in touch.

The safety and effectiveness of virtual communities depends on users being trusted and identifiable. This may not be easy, as authentication beyond the school may be difficult as demonstrated by social networking sites and other online tools such as Facebook, YouTube, Skype and Twitter. The registering of individuals to establish and maintain validated electronic identities is essential for safe communication, but is often not possible.

Video conferencing introduces new dimensions; webcams are increasingly inexpensive and, with faster Internet access, enable video to be exchanged across the Internet. The availability of live video can sometimes increase safety - you can see who you are talking to - but if inappropriately used, a video link could reveal security details.

New applications are continually being developed based on the Internet, the mobile phone network, wireless, Bluetooth or infrared connections. Users can be mobile using a phone, games console or personal digital assistant with wireless Internet access. This can offer immense opportunities for learning as well as dangers such as a pupil using a phone to video a teacher's reaction in a difficult situation.

Schools should keep up to date with new technologies, including those relating to mobile phones and handheld devices, and be ready to develop appropriate strategies. For instance text messaging via mobile phones is a frequent activity for many pupils and families; this could be used to communicate a pupil's absence or send reminders for exam coursework. There are dangers for staff however if personal phones are used to contact pupils and therefore a school owned phone should be issued.

The inclusion of inappropriate language or images is difficult for staff to detect. Pupils may need reminding that such use is inappropriate and conflicts with school policy. Abusive messages should be dealt with under the school's behaviour and/or anti-bullying policies.

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.

1.3.9 How should personal data be protected?

The quantity and variety of data held on pupils, families and on staff is expanding quickly. While this data can be very useful in improving services, data could be mishandled, stolen or misused.

The Data Protection Act 1998 ("the Act") gives individuals the right to know what information is held about them and provides a framework to ensure that personal information is handled properly. It promotes openness in the use of personal information.

Under the Act every organisation that processes personal information (personal data) must notify the Information Commissioner's Office, unless they are exempt.

The Data Protection Act 1998 applies to anyone who handles or has access to information concerning individuals. Everyone in the workplace has a legal duty to protect the privacy of information relating to individuals. The Act sets standards (eight data protection principles), which must be satisfied when processing personal data (information that will identify a living individual). The Act also gives rights to the people the information is about i.e. subject access rights let individuals find out what information is held about them. The eight principles are that personal data must be:

- Processed fairly and lawfully
- Processed for specified purposes
- Adequate, relevant and not excessive
- Accurate and up-to-date
- Held no longer than is necessary
- Processed in line with individual's rights
- Kept secure
- Transferred only to other countries with suitable security measures.
- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

Stephenson Way Academy is aware of our obligations under the Act, and will ensure that all data from which people can be identified is protected.

For advice and guidance related to a contravention of the Act, contact Kevin Bell at Durham County Council:

0191 370 8803

kevin.bell@durham.gov.uk

Information Commissioner's Office: <http://www.ico.gov.uk/>

1.4 Policy Decisions

1.4.1 How will Internet access be authorised?

The school allocates Internet access to staff and pupils on the basis of educational need. In a primary school, where pupil usage should be fully supervised, all pupils in a class could be authorised as a group.

The school maintains a current record of all staff and pupils who are granted access to the school's electronic communications. All staff must read and sign the 'Staff Acceptable Use ICT Policy' before using any school ICT resource.

Parents will be informed that pupils will be provided with supervised Internet access and a set of rules for Internet use will be sent to each parent. Parents will be asked to sign and return a consent form for pupil access.

1.4.2 How will risks be assessed?

The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the global and connected nature of Internet content, it is not possible to guarantee that access to unsuitable material will never occur via a school computer. Neither the school nor DCC can accept liability for the material accessed, or any consequences resulting from Internet use.

The school will audit ICT use to establish if the e-Safety policy is adequate and that the implementation of the e-Safety policy is appropriate.

The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.

1.4.3 How will the school respond to any incidents of concern?

Where there is cause for concern or fear that illegal activity has taken place or is taking place involving the use of computer equipment, the school will determine the level of response necessary for the offence disclosed. The decision to involve Police will be made as soon as possible, after contacting the Children Safeguard Team or e-Safety officer, if the offence is deemed to be out of the remit of the school to deal with.

Where an incident occurs the following guidelines will be used:

- All members of the school community will be informed about the procedure for reporting e-Safety concerns (such as breaches of filtering, cyberbullying, illegal content etc).
- The e-Safety Coordinator will record all reported incidents and actions taken in the School e-Safety incident log and other in any relevant areas e.g. Bullying or Child protection files.
- The Designated Child Protection Coordinator will be informed of any e-Safety incidents involving Child Protection concerns, which will then be escalated appropriately.
- The school will manage e-Safety incidents in accordance with the school discipline/ behaviour policy where appropriate.
- The school will inform parents/carers of any incidents of concerns as and when required.
- After any investigations are completed, the school will debrief, identify lessons learnt and implement any changes required.
- Where there is cause for concern or fear that illegal activity has taken place or is taking place then the school will contact the Children's Safeguard Team or e-Safety officer and escalate the concern to the Police
- If the school is unsure how to proceed with any incidents of concern, then the incident may be escalated to the Area Children's Officer or the County e-Safety Officer.
- If an incident of concern needs to be passed beyond the school then the concern will be escalated to the e-Safety officer to communicate to other school in Durham

1.4.4 How will e–Safety complaints be handled?

Complaints of Internet misuse will be dealt with under the School’s Complaints Procedure. Any complaint about staff misuse will be referred to the Headteacher.

All e–Safety complaints and incidents will be recorded by the school — including any actions taken. Pupils and parents will be informed of the complaints procedure. Parents and pupils will work in partnership with staff to resolve issues. Any issues (including sanctions) will be dealt with according to the school’s disciplinary and child protection procedures.

A minor transgression of the school rules may be dealt with by a member of staff. Other situations could potentially be serious and a range of sanctions may then be required, which should be linked to the school’s disciplinary policy. Potential child protection or illegal issues must be referred to the school Designated Child Protection Coordinator or e–Safety Coordinator.

1.4.5 How is the Internet used across the community?

The school will liaise with local organisations to establish a common approach to e–Safety.

The school will be sensitive to Internet-related issues experienced by pupils out of school, e.g. social networking sites, and offer appropriate advice.

1.4.6 How will Cyberbullying be managed?

Cyberbullying can be defined as “The use of Information Communication Technology, particularly mobile phones and the internet to deliberately hurt or upset someone” DCSF 2007.

Many young people and adults find using the internet and mobile phones a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. When children are the target of bullying via mobile phones, gaming or the internet, they can often feel very alone, particularly if the adults around them do not understand cyberbullying and its effects. A once previously safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety.

It is essential that young people, school staff and parents and carers understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

DCSF and Childnet have produced resources and guidance that can be used to give practical advice and guidance on cyberbullying: <http://www.digizen.org/cyberbullying>

Cyberbullying (along with all forms of bullying) will not be tolerated in school. Full details are set out in the school’s policy on anti-bullying. All incidents of cyberbullying reported to the school will be recorded. Support will be offered by school to anyone affected by cyberbullying.

There will be clear procedures in place to investigate incidents or allegations of cyberbullying:

- Pupils, staff and parents/carers will be advised to keep a record of the bullying as evidence.
- The school will take steps to identify the bully, where appropriate, such as examining system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.

Sanctions for those involved in cyberbullying may include:

- The bully will be asked to remove any material deemed to be inappropriate or offensive.
- A service provider may be contacted to remove content.
- Internet access may be suspended at school for the user for a period of time.
- Parent/carers may be informed.

- The Police will be contacted if a criminal offence is suspected.

For more information please read “Preventing and Tackling Bullying: Advice for School

Leaders, Staff and Governing Bodies” <http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

1.4.7 How will Learning Platforms be managed?

The SLT will monitor the usage of Office 365 by pupils and staff regularly in all areas, in particular message and communication tools and publishing facilities.

- Pupils/staff will be advised on acceptable conduct and use when using Office 365.
- Only members of the current pupil and staff community will have access to Office 365.
- All users will be mindful of copyright issues and will only upload appropriate content onto Office 365.
- When staff or pupils leave the school their account or rights to specific school areas will be disabled or transferred to their new establishment.

Any concerns with content may be recorded and dealt with in the following ways:

- a) The user will be asked to remove any material deemed to be inappropriate or offensive.
- b) The material will be removed by the site administrator if the user does not comply.
- c) Access to Office 365 for the user may be suspended.
- d) The user will need to discuss the issues with a member of SLT before reinstatement.
- e) A pupil’s parent/carer may be informed.

A visitor may be invited onto Office 365 by a member of the SLT. In this instance there may be an agreed focus or a limited time slot.

Sharing the policy with pupils

Useful e–Safety programmes include:

- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- Kidsmart: www.kidsmart.org.uk
- Safe Social Networking: www.safesocialnetworking.com

All users will be informed that network and Internet use will be monitored. An e–Safety training programme will be introduced to raise the awareness and importance of safe and responsible internet use. Pupil instruction in responsible and safe use will precede Internet access.

1.4.8 How will mobile phones and personal devices be managed?

Mobile phones and other personal devices such as Games Consoles, Tablets, PDAs and MP3 Players etc. are considered to be an everyday item in today's society and even children in early years settings may own and use personal devices to get online regularly. Mobile phones and other internet enabled personal devices can be used to communicate in a variety of ways with texting, camera phones and internet accesses all common features.

However, mobile phones can present a number of problems when not used appropriately:

- They are valuable items which may be stolen or damaged;
- Their use can render pupils or staff subject to cyberbullying;
- Internet access on phones and personal devices can allow pupils to bypass school security settings and filtering.
- They can undermine classroom discipline as they can be used on "silent" mode;
- Mobile phones with integrated cameras could lead to child protection, bullying and data protection issues with regard to inappropriate capture, use or distribution of images of pupils or staff.

We believe that a policy which prohibits pupils from taking mobile phones to school could be considered to be unreasonable and unrealistic as many parents/carers would also be concerned for health and safety reasons if their child were not allowed to carry a phone and many staff also use mobile phones to stay in touch with family.

Due to the widespread use of personal devices it is essential that we take steps to ensure mobile phones and devices are used responsibly at our school. It is essential that pupil use of mobile phones does not impede teaching, learning and good order in the school environment. Staff have clear boundaries on professional use.

- The use of mobile phones and other personal devices by students and staff in school are detailed in the school Acceptable Use and Mobile Phone Policies.
- The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden by any member of the school community and any breaches will be dealt with as part of the school discipline/behaviour policy.
- School staff may confiscate a phone or device if they believe it is being used to contravene the schools behaviour or bullying policy. The phone or device might be searched by the Senior Leadership team with the consent of the pupil or parent/carer. If there is suspicion that the material on the mobile may provide evidence relating to a criminal offence the phone will be handed over to the police for further investigation.
- The Bluetooth function of a mobile phone should be switched off at all times and not be used to send images or files to other mobile phones.
- Electronic devices of all kinds that are brought in to school are the responsibility of the user. The school accepts no responsibility for the loss, theft or damage of such items. Nor will the school accept responsibility for any adverse health effects caused by any such devices either potential or actual.
- Mobile phones and personal devices are not permitted to be used in certain areas within the school site such as changing rooms, toilets and swimming pools.

Pupils Use of Personal Devices

- Pupils mobile phones and personal devices are not permitted to be used in school. They will be handed in to the school office and returned at home time.

- If a pupil is found to have a mobile phone or personal device in school it will be removed and placed in the school office for collection at home time.
- During overseas residential visits pupils are allowed to take a personal device for entertainment but the Bluetooth function of a mobile phone/device should be switched off at all times and not be used to send images, files or messages to other mobile phones/devices. Their use will be robustly monitored by senior school staff.

Staff Use of Personal Devices

- Staff are not permitted to use their own personal phones or devices for contacting children, young people and their families within or outside of the setting in a professional capacity.
- Staff will be issued with a school phone where contact with pupils or parents/carers is required.
- Mobile Phone and devices will be switched off or switched to 'silent' mode, Bluetooth communication should be "hidden" or switched off and mobile phones or devices will not be used during teaching periods unless permission has been given by a member of Senior Leadership Team in emergency circumstances.
- If members of staff have an educational reason to allow children to use mobile phones or personal device as part of an educational activity then it will only take place when approved by the Senior Leadership Team.
- Staff should not use personal devices such as mobile phones or cameras to take photos or videos of pupils and will only use work-provided equipment for this purpose.
- If a member of staff breaches the school policy then disciplinary action may be taken.

Please refer to Stephenson Way Academy and Nursery School Use of Mobile Phone Policy 2017-2018 and our Acceptable Use Policy for further information and guidance.

1.5 Communication Policy

1.5.1 How will the policy be introduced to pupils?

Discussion:

Many pupils are very familiar with culture of mobile and Internet use and it is wise to involve them in designing the School e-Safety Policy, possibly through a student council. As pupils' perceptions of the risks will vary; the e-Safety rules may need to be explained or discussed.

KCC has produced posters covering e-Safety rules which are available to display in every room with a computer to remind pupils of the e-Safety rules at the point of use.

The pupil and parent agreement form should include a copy of the school e-Safety rules appropriate to the age of the pupil.

Consideration must be given as to the curriculum place for teaching e-Safety. This could be as an ICT lesson activity, part of the pastoral programme or part of every subject whenever pupils are using the internet.

Useful e–Safety programmes include:

- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- Kidsmart: www.kidsmart.org.uk
- Orange Education: www.orange.co.uk/education
- Safe: www.safesocialnetworking.org

- All users will be informed that network and Internet use will be monitored.
- An e–Safety training programme will be established across the school to raise the awareness and importance of safe and responsible internet use amongst pupils.
- e-Safety rules will be posted in all rooms with Internet access.
- Safe and responsible use of the Internet and technology will be reinforced across the curriculum and subject areas.

1.5.2 How will the policy be discussed with staff?

Discussion:

It is important that all staff feel confident to use new technologies in teaching and the

School e–Safety Policy will only be effective if all staff subscribe to its values and methods.

Staff should be given opportunities to discuss the issues and develop appropriate teaching strategies. It would be unreasonable, for instance, if cover or supply staff were asked to take charge of an Internet activity without preparation.

All staff must understand that the rules for information systems misuse for KCC employees are specific and that instances resulting in disciplinary procedures and dismissal have occurred. If a member of staff is concerned about any aspect of their ICT or internet use either on or off site, they should discuss this with their line manager to avoid any possible misunderstanding.

Particular consideration must be given when members of staff are provided with devices by the school which may be accessed outside of the school network. Schools must be clear about the safe and appropriate uses of their school provided equipment and have rules in place about use of the equipment by third parties. Staff must be made aware of their responsibility to maintain confidentiality of school information.

ICT use is widespread and all staff including administration, midday supervisors, caretakers, governors and volunteers should be included in awareness raising and training. Induction of new staff should include a discussion about the school e–Safety Policy.

Possible statements:

- + The e–Safety Policy will be formally provided to and discussed with all members of staff.

- + To protect all staff and pupils, the school will implement Acceptable Use Policies.
- + Staff will be made aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- + Up-to-date and appropriate staff training in safe and responsible Internet use, both professionally and personally, will be provided for all members of staff.

1.5.3 How will parents' support be enlisted?

Discussion:

Internet use in pupils' homes is increasing rapidly, encouraged by low cost access and developments in mobile technology. Unless parents are aware of the dangers, pupils may have unrestricted and unsupervised access to the Internet in the home. The school may be able to help parents plan appropriate, supervised use of the Internet at home and educate them about the risks. Parents should also be advised to check whether their child's use elsewhere in the community is covered by an appropriate use policy.

One strategy is to help parents to understand more about ICT , perhaps by running courses and parent awareness sessions (although the resource implications will need to be considered).

- Parents' attention will be drawn to the school e–Safety Policy in newsletters, the school prospectus and on the school website.
- A partnership approach to e-Safety at home and at school with parents will be encouraged. This may include offering parent evenings with demonstrations and suggestions for safe home Internet use, or highlighting e–Safety at other attended events e.g. parent evenings and sports days.
- Parents will be requested to sign an e–Safety/Internet agreement as part of the Home School Agreement.
- Parents will be encouraged to read the school Acceptable Use Policy for pupils and discuss it's implications with their children.
- Information and guidance for parents on e–Safety will be made available to parents I a variety of formats.
- Advice on useful resources and websites, filtering systems and educational and leisure activities which include responsible use of the Internet will be made available to parents.
- Interested parents will be referred to organisations listed in the “e–Safety Contacts and References section”.

e-Safety Contacts and References

CEOP (Child Exploitation and Online Protection Centre): www.ceop.police.uk

Childline: www.childline.org.uk

Childnet: www.childnet.com

Click Clever Click Safe Campaign: <http://clickcleverclicksafe.direct.gov.uk>

Cybermentors: www.cybermentors.org.uk

Digizen: www.digizen.org.uk

Durham EDS – E-safety, Teaching and learning advice Tel: 0191 3834370

Durham Safeguarding Children Board (DLSCB): www.durham-lscb.gov.uk

ICT Service Desk – Changes to filtering Tel: 03000 261100

ICTSS Service Desk – All other ICT issues Tel: 01388 424999

Internet Watch Foundation (IWF): www.iwf.org.uk

Kidsmart: www.kidsmart.org.uk

Schools e–Safety Blog: www.kenttrustweb.org.uk?esafetyblog

Teach Today: <http://en.teachtoday.eu>

Think U Know website: www.thinkuknow.co.uk

Virtual Global Taskforce — Report Abuse: www.virtualglobaltaskforce.com

Legal Framework

This section is provided by Durham LA and is designed to inform users of potential legal issues relevant to the use of electronic communications. It is not professional advice.

Many young people and indeed some staff use the Internet regularly without being aware that some of the activities they take part in are potentially illegal. The law is developing rapidly and changes occur frequently.

Racial and Religious Hatred Act 2006

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

Criminal Justice Act 2003

Section 146 of the Criminal Justice Act 2003 came into effect in April 2005, empowering courts to impose tougher sentences for offences motivated or aggravated by the victim's sexual orientation in England and Wales.

Sexual Offences Act 2003

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). This can include images taken by and distributed by the child themselves (often referred to as "Sexting").

A person convicted of such an offence may face up to 10 years in prison.

The offence of grooming is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. (Typically, teachers, social workers, health professionals, connexions staff etc. fall in this category of trust). Any sexual intercourse with a child under the age of 13 commits the offence of rape.

N.B. Schools should already have a copy of "Children & Families: Safer from Sexual Crime" document as part of their child protection packs.

More information about the 2003 Act can be found at www.teachernet.gov.uk

Communications Act 2003 (section 127)

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment.

This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

Data Protection Act 1998

The Act requires anyone who handles personal information to notify the Information Commissioner's Office of the type of processing it administers, and must comply with important data protection principles when treating personal data relating to any living individual. The Act also grants individuals rights of access to their personal data, compensation and prevention of processing.

The Computer Misuse Act 1990 (sections 1 – 3)

Regardless of an individual's motivation, the Act makes it a criminal offence to:

- gain access to computer files or software without permission (for example using someone else's password to access files);
- gain unauthorised access, as above, in order to commit a further criminal act (such as fraud); or
- Impair the operation of a computer or program (for example caused by viruses or denial of service attacks).
- UK citizens or residents may be extradited to another country if they are suspected of committing any of the above offences.

Malicious Communications Act 1988 (section 1)

This legislation makes it a criminal offence to send an electronic message (email) that conveys indecent, grossly offensive, threatening material or information that is false; or is of an indecent or grossly offensive nature if the purpose was to cause a recipient to suffer distress or anxiety.

Copyright, Design and Patents Act 1988

Copyright is the right to prevent others from copying or using his or her “work” without permission. The material to which copyright may attach (known in the business as “work”) must be the author’s own creation and the result of some skill and judgement. It comes about when an individual expresses an idea in a tangible form. Works such as text, music, sound, film and programs all qualify for copyright protection. The author of the work is usually the copyright owner, but if it was created during the course of employment it belongs to the employer. It is an infringement of copyright to copy all or a substantial part of anyone’s work without obtaining the author’s permission. Usually a licence associated with the work will allow a user to copy or use it for limited purposes. It is advisable always to read the terms of a licence before you copy or use someone else’s material. It is also illegal to adapt or use software without a licence or in ways prohibited by the terms of the software licence.

Public Order Act 1986 (sections 17 — 29)

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence. Children, Families and Education

Obscene Publications Act 1959 and 1964

Publishing an “obscene” article is a criminal offence. Publishing includes electronic transmission.

Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other.

A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

Regulation of Investigatory Powers Act 2000

The Regulation of Investigatory Powers Act 2000 (RIP) regulates the interception of communications and makes it an offence to intercept or monitor communications without the consent of the parties involved in the communication. The RIP was enacted to comply with the Human Rights Act 1998. The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, however, permit a degree of monitoring and record keeping, for example, to ensure communications are relevant to school activity or to investigate or detect unauthorised use of the network. Nevertheless, any monitoring is subject to informed consent, which means steps must have been taken to ensure that everyone who may use the system is informed that communications may be monitored. Covert monitoring without informing users that surveillance is taking place risks breaching data protection and privacy legislation.

Criminal Justice and Immigration Act 2008

Section 63 offence to possess “extreme pornographic image”

63 (6) must be “grossly offensive, disgusting or otherwise obscene”

63 (7) this includes images of “threats to a person life or injury to anus, breasts or genitals, sexual acts with a corpse or animal whether alive or dead” must also be “explicit and realistic”

Penalties can be up to 3 years imprisonment.

Education and Inspections Act 2006

Education and Inspections Act 2006 outlines legal powers for schools which relate to

Cyberbullying/Bullying:

- Headteachers have the power “to such an extent as is reasonable” to regulate the conduct of pupils off site.
- School staff are able to confiscate items such as mobile phones etc. when they are being used to cause a disturbance in class or otherwise contravene the school behaviour/antibullying policy.