



Kirkbie Kendal School Academy Trust

Online Safety Policy

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“Kirkbie Kendal School promotes the safeguarding and welfare of children in its care; all policies and procedures support the Child Protection Policy.”

Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

<u>Version</u>	<u>Date</u>	<u>Description</u>
1.0	18.05.21	NEW policy – to Curriculum 18.05.21
1.1	SLT 20.06.22 Curriculum Ctte 22.06.22	Main updates to sections on Section 2 Teaching and Learning, Remote Learning, Discussing policies with staff and parental support
1.2	SLT 10.07.23 FGB 12.07.23	Updated in line with Kym Allan V4 and V5 policy changes
1.3	SLT 07.05.24 Curric 11.06.24	Minor changes – updated in line with Kym Allan policy.
1.4	SLT 25.04.25 Curric 08.05.25	Minor Changes - Updated in line with Kym Allan policy Sept 24 - V9.

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POLICY

1. Background/Rationale

New technologies have become integral to the lives of children and young people in society, both within schools and in their lives outside school.

The Internet and other digital and information technologies are powerful tools, which open new opportunities for everyone. Electronic communication helps teachers and students learn from each other. These technologies can stimulate discussion, promote creativity and increase awareness of context to promote effective learning. Children and young people have an entitlement to safe internet access.

The requirement to ensure that children and young people can use online and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound. The school Online Safety Policy and Procedures will help to ensure safe and appropriate use and the development and implementation of such a strategy will involve all the stakeholders in a child's education from the Headteacher and Governors to the senior leaders and classroom teachers, support staff, parents, carers, members of the community and the students themselves.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote Student achievement. However, the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- access to illegal, harmful or inappropriate images or other content;
- unauthorised access to/loss of/sharing of personal information;
- the risk of being subject to grooming by those with whom they make contact on the internet;
- the risk of being targeted by extremists in order to promote and encourage radicalisation;
- the risk of being targeted by those involved in child sexual exploitation;
- the sharing/distribution of personal images without an individual's consent or knowledge;
- being drawn into taking part in unsuitable online challenges and/or hoaxes;
- inappropriate communication/contact with others, including strangers;
- cyberbullying; (including prejudiced-based and discriminatory bullying);
- Access to gambling/gaming sites;
- access to unsuitable video/internet games;
- an inability to evaluate the quality, accuracy and relevance of information on the Internet;
- plagiarism and copyright infringement;
- illegal downloading of music or video files;
- the potential for excessive use which may impact on the social and emotional development and learning of the young person.

Many of these risks reflect situations in the off-line world and it is essential that this Online Safety Policy and Procedures is used in conjunction with other school policies and procedures including the Overarching Safeguarding Statement, Child Protection, Data Protection and Behaviour.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build students' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks.

This school must demonstrate that it has provided the necessary safeguards to help ensure that we have done everything that could reasonably be expected of us to manage and reduce these risks. The Online Safety Policy and Procedures that follows explains how we intend to do this, while also addressing wider educational issues to help young people (and their families) to be responsible users and stay safe while using

the Internet and other communications technologies for educational, personal and recreational use.

2. Definitions

For the purposes of this document, a child, young person, or student is referred to as a 'child' or a 'Student' and they are normally under 18 years of age.

Wherever the term 'parent' is used this includes any person with parental authority over the child concerned e.g., carers, legal guardians etc.

Wherever the term 'Headteacher' is used this also refers to any Manager with the equivalent responsibility for children.

Wherever the term 'School' is used this also refers to Academies and Student Referral Units (PRU) and references to Governing Bodies include proprietors in Independent Schools and Academies.

3. Associated School Policies and procedures

This Policy should be read in conjunction with the following policies/procedures and, where they exist, addendums to those Policies and procedures:

- Overarching Safeguarding Statement (KKS) (Staff Handbook)
- Child Protection Policy and procedures (KKS)
- CCTV Data Protection Policy (KKS)
- Health and Safety Policy and procedures (KKS)
- Data Protection (GDPR) Policy (KKS)
- Behaviour Policy (includes anti-bullying procedures) (KKS)
- Use of Images Policy (KKS)
- Whistleblowing procedures
- Code of Conduct for staff and other adults working in school (KKS) (Staff Handbook)
- Prevent Risk Assessment
- Guidance: - DfE - Keeping Children Safe in Education (September 2020)
- DfE - Searching, Screening and Confiscation (January 2018)
- Cyber-bullying: Understand, Prevent and Respond (Childnet International 2016)
- Sexting in schools Guidance UCCIS (September 2016)

4. Communication/Monitoring/Review of this Policy and procedures

This Policy and procedures will be communicated to staff, students and the wider community by:

- Posting it on the school website and shared staff drive
- Making a paper copy available in the school staffroom and on request from the school office
- Discussing school policy and procedures during induction with new staff and other relevant adults including (where relevant) the staff Acceptable Use Agreement
- Discussing Acceptable Use Agreements with students at the start of each year
- Issuing Acceptable Use Agreements to external users of the school systems (eg, Governors) usually on entry to the school
- Holding Acceptable Use Agreements in Student and personnel files

The Online Safety Policy is referenced from within other school Policies and procedures as outlined above.

The review period for this Policy and procedures is as determined by the Governing Body and indicated on the front cover.

5. Scope of the Policy

This Policy and procedures applies to all members of the School community (including staff, students, volunteers, parents, visitors, community users) who have access to and are users of our ICT systems, both in and out of school.

The Education and Inspections Act 2006 empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of students when they are off the School site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This includes incidents of cyberbullying, or other online safety related incidents covered by this Policy and procedures, which may take place out of school, but is linked to membership of the School. The 2011 Education Act increased these powers in relation to the searching for, and of, electronic devices and the deletion of data. In the case of both acts, action can only be taken in relation to issues covered by the published Behaviour Policy and procedures.

The School will deal with such incidents within this Policy and procedures and the Behaviour Policy and procedures which includes anti-bullying procedures and will, where known, inform parents of incidents of inappropriate online safety behaviour that take place out of school.

PROCEDURES

1. Roles and Responsibilities

The following section outlines the roles and responsibilities for online safety of individuals and groups within the school:

1.1 Governors

The role of Child Protection Governor will include that of Online Safety Governor who should then lead on relevant governance requirements below;

- ensure an appropriate senior member of staff from the school leadership team is appointed to the role of DSL with lead responsibility for safeguarding and child protection (including online safety and an understanding of the filtering and monitoring systems and processes in place) with the appropriate status, authority, time, funding, training, resources and support. The DSL or an alternative member of SLT should be given the role of Digital technology lead;
- ensure other roles and responsibilities are appropriately allocated to staff and third parties, e.g. external service providers in order to meet the DfE [Digital and technology standards](#);
- ensure that systems are in place to meet the requirements of the DfE [Cyber security standards](#). Schools must have a Cyber security and resilience strategy in place which is supported by an appropriate Cyber Response Plan;
- ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures;
- and to approve the Online Safety Policy and procedures, reviewing its effectiveness e.g., through Governors or a Governor Sub-committee receiving regular information about online safety incidents and monitoring reports and making use of the UK Council for Internet Safety (UKCIS) [Online safety in schools and colleges: Questions from the Governing Board](#);
- ensure that appropriate filters and appropriate monitoring systems are in place, but also consider how 'over-blocking' may lead to unreasonable restrictions on what pupils can be taught in relation to online teaching and safeguarding;
- ensure that the SLT and **all** staff have an awareness and understanding of the procedures and processes in place to manage filtering and monitoring and how to escalate concerns when identified;

- ensure all governors and trustees receive appropriate training on online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring in relation to school owned IT devices;
- ensure that the school follows all current online safety advice (including that for online filtering and monitoring) to keep both pupils and staff safe;
- support the school in encouraging parents and the wider community to become engaged in online safety activities;
- have regular reviews with the Online Safety Co-ordinator/Designated Safeguarding Lead (DSL) and incorporate online safety into standing discussions of safeguarding at Governors meetings (including incident logs, filtering/change control logs etc.)
- ensure that where the Online Safety Co-ordinator is not the named DSL or Deputy DSL, there is regular review and open communication between these roles and that the DSL's clear overarching responsibility for online safety as a whole is not compromised;
- work with the Data Protection Officer (DPO), DSL and Headteacher to ensure a GDPR compliant framework for storing data, helping to ensure that child protection is always at the forefront and data protection processes support careful and legal sharing of information;
- check that school is making good use of information and support ([Annex B – Further information](#) which forms part of '[Keeping Children Safe in Education](#)');
- ensure that all staff undertake regular updated safeguarding training, including online safety training in line with advice from the Local Safeguarding Children's Partnerships (LSCP), and that it is integrated, aligned, and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning;
- recognise that a one size fits all educational approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed;
- ensure pupils are taught how to keep themselves safe, including online as part of providing a broad and balanced curriculum with clear procedures on the use of mobile technology.

1.2 Headteacher

The Headteacher has overall responsibility for online safety provision. The day-to-day responsibility for online safety may be delegated to the Designated Safeguarding Lead (DSL), who is also our Online Safety Co-ordinator.

The Headteacher will:

- take overall responsibility for data and data security;
- foster a culture of safeguarding where online safety is fully integrated into whole school safeguarding;
- oversee the activities of the DSL and ensure that the DSL responsibilities listed in the section below are being followed and fully supported;
- ensure that Policies and procedures are followed by all staff;
- undertake training in offline and online safety, in accordance with statutory guidance and relevant Local Safeguarding Partnership recommendations;
- assign a senior leadership team (SLT) member to be responsible for digital technology to **OR** take responsibility for liaising with the Governors in order to achieve their obligations in meeting the DfE [digital and technology standards](#), particularly as they relate to [cyber security](#) and [filtering and monitoring](#) and ensuring the Governors are regularly updated on progress towards the standards;
- ensure that online safety is appropriately monitored and reviewed by undertaking an annual review of the school's approach to online safety, supported by an annual review of the [risk assessment](#) that considers and reflects the risks the children face. We will use appropriate tools for this purpose such as the self-review tool [360° safe](#) or LGfL [online safety audit](#).
- liaise with the DSL on all online-safety issues which might arise and receive regular updates on school issues and broader policy and practice information;

- take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the DPO, DSL and Governors to ensure a Data Protection Act 2018 (DPA) compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information;
- ensure the school implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles;
- be responsible for ensuring that **all** staff receive suitable training on induction to carry out their child protection and online safety roles; (which should include the procedures and processes in place to manage filtering and monitoring and how to escalate concerns when identified). UKCIS have published an [Online Safety Audit Tool](#) which helps mentors of trainee teachers and early career teachers induct mentees and provide ongoing support, development and monitoring;
- understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident involving a pupil or an incident which results in an allegation against a member of staff or other adult (see flowchart on dealing with online safety incidents – Appendix H);
- encourage parents/carers to provide age-appropriate supervision for children in their care using the internet including by the use of internet filters which should be used to block malicious websites (usually free but often need turned on. Information for parents/carers will be regularly updated and published on the school website and via newsletters and other publications.
- ensure suitable risk assessments are undertaken so the curriculum meets needs of students, including the risk of children being radicalised;
- take responsibility for formulating the school's Cyber security resilience strategy and Cyber response plan in liaison with the Online Safety Governor and other third party providers.
- ensure the school website meets statutory requirements

1.3 Designated Safeguarding Lead/ Online Safety Lead will:

The DSL may delegate certain online safety duties eg, to the OSL, but not the day-to-day responsibility; this assertion and all quotes below are taken from [Keeping Children Safe in Education](#). Where the online-safety co-ordinator is not the named DSL or deputy DSL, there must be a regular review and open communication between these roles to ensure that the DSL's clear overarching responsibility for online safety is not compromised.

The Designated Safeguarding Lead/Online Safety Lead will:

- have strategic oversight of all digital technology and how it fits with the school development plan;
- create and manage the digital technology strategy led by the needs of staff and pupils, not the technology itself;
- help all staff to embed digital technology that meets staff and pupil needs;
- take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place);
- be the first point of contact for any concerns the wider staff and other adults working in the school may have in relation to child protection and online safety harmful behaviour eg, sharing nude and/or semi-nude images and/or videos/online challenges or hoaxes and refer to the UKCIS guidance [Sharing nudes and semi-nudes: how to respond to an incident](#) and the DfE Guidance [Harmful online challenges and online hoaxes](#); ensure an effective approach to online safety is in place that empowers the school to protect and educate the whole school community in their use of technology and establish mechanisms to identify, intervene in and escalate any incident where appropriate;
- source innovative ways to promote an awareness and commitment to online safety throughout the school community with strong focus on parents, who are often appreciative of school support in this area, but also including 'hard-to-reach' parents;
- liaise with other agencies in line with '[Working together to Safeguard Children](#)' statutory guidance;

- have an understanding of the unique risks associated with online safety (including an understanding of the filtering and monitoring systems and processes in place in the school) and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school and to support other adults in doing so;
- ensure that online safety education is embedded in line with DfE guidance '[Teaching Online Safety in schools](#)' across the curriculum (e.g., by use of the UKCIS framework 'Education for a Connected World') and beyond, in the wider school community;
- work with the Headteacher, Data Protection Officer, Governors and the school ICT technical staff to ensure a DPA compliant framework for storing data, helping to ensure that child protection is always at the fore and data protection processes support careful and legal sharing of information;
- keep up to date with the latest local and national trends in online safety;
- review and update this Policy and procedures, other online safety documents (e.g., Acceptable Use Agreements) and the strategy on which they are based (in line with Policies and procedures for behaviour and child protection) and submit for review on a regular basis to the Governors/Trustees;
- liaise with school technical, pastoral, and support staff as appropriate;
- communicate regularly with SLT and the designated online safety Governor/committee to discuss current issues (anonymised), review incident logs and filtering/change control logs;
- ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident and that these are logged in the same way as any other child protection incident;
- oversee and discuss 'appropriate filtering and monitoring' with Governors in order to meet the DfE [Filtering and monitoring standards](#)(both physical and technical) and ensure staff are aware of its necessity;
- ensure the DfE guidance on sexual violence and sexual harassment (particularly online) (Part five - [Keeping Children Safe in Education](#)) is followed throughout the school and that staff adopt a zero-tolerance approach to this as well as to bullying (in all its forms) generally;
- facilitate training and advice for staff and others working in the school to ensure that:
 - all staff who work directly with children must read and understand read and understand [KCSiE Part one](#) (which includes Annex B). The DSL, Head teacher, Safeguarding Governor and other members of the SLT must read and understand the whole of [Keeping Children Safe in Education](#)
 - knowledge of risks and opportunities is cascaded throughout the organisation;
- be aware of emerging online safety issues and legislation, and of the potential for serious child protection issues to arise from:
 - sharing of personal data;
 - access to illegal/inappropriate materials;
 - inappropriate online contact with adults/strangers;
 - potential or actual incidents of grooming;
 - cyberbullying and the use of social media.

1.4 All Staff

It is the responsibility of all staff to:

- understand that online safety is a core part of safeguarding; as such it is part of everyone's role. Never think that 'someone else will pick it up';
- know who the Designated Safeguarding Lead and Online Safety Lead are (this is the same person at KKS);
- read and understand [Part one \(which includes Annex B\)](#) of '[Keeping Children Safe in Education](#)' unless they **do not** work directly with children when they must read and understand Annex A instead;
- read, understand and help promote the school's Online Safety Policy and Procedures in conjunction with the Child Protection and other related school Policies and procedures;
- read, sign and follow the school Staff Acceptable Use Agreement and staff Code of Conduct;

- be aware of online safety issues related to the use of mobile technology e.g., phones, cameras, smart watches and other hand-held devices and follow school procedures in relation to these devices;
- ensure the security of their username and password for the school system, not allow other users to access the systems using their login details and must immediately report any suspicion or evidence that there has been a breach of security. Passwords will be changed on a regular basis and at least every 90 days;
- should understand (via training and other means) the different roles and responsibilities for the filtering and monitoring of online systems and expectations of them in their role, including for their own online activities on any device using the school network or on school-owned devices using any network;
- record online safety incidents in the same way as any child protection incident and report incidents to the DSL/OSL in accordance with school procedures;
- notify the DSL/OSL if policy does not reflect practice in the school and follow escalation procedures if concerns are not promptly acted upon;
- identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise;
- whenever overseeing the use of technology (devices, the Internet, new technology such as augmented reality, etc.) in school or setting as homework tasks, encourage sensible use, monitor what students are doing and consider potential dangers and the age appropriateness of websites (check what appropriate filtering and monitoring processes are in place);
- carefully supervise and guide students when engaged in learning activities involving online technology, supporting them with search skills, critical thinking (e.g., fake news), age-appropriate materials and signposting, and legal issues such as copyright and data law;
- prepare and check all online source and resources before using in the classroom;
- encourage students to follow their Acceptable Use Agreement, regularly remind them about it and enforce school sanctions where there is a breach of the Agreement;
- notify the DSL/OSL of new trends and issues before they become a problem;
- take a zero-tolerance approach to bullying and low-level sexual harassment either offline or online;
- receive and act upon regular updates from the DSL/OSL and have a healthy curiosity for online safety issues;
- model safe, responsible and professional behaviours in their own use of technology. This includes outside the school hours and site, and on social media, in all aspects upholding the reputation of the school and the professional reputation of all staff;
- ensure that any digital communications with students are on a professional level and only through school-based systems, never through personal mechanisms, eg, email, text, mobile phones or social media messaging or posts.

1.5 PSHE/RSHE Lead(s)

Responsibilities of Life Skills Leads include:

- all as listed in the 'all staff' section above;
- ensuring that consent, mental wellbeing, healthy relationships and staying safe online is embedded into the PSHE/Relationship education, relationships and sex education (RSE) and health education curriculum. This will include being taught what positive, healthy and respectful online relationships look like, the effects of the students' online actions on others and knowing how to recognise and display respectful behaviour online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age-appropriate way that is relevant to their students' lives (KCSiE);
- complementing the computing curriculum which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that students face. This includes how to use technology safely, responsibly, respectfully and securely, and where to go for help and support when the student has concerns about content or contact on the Internet or other online technologies;

- working closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messages within PSHE/RSHE.

1.6 Computing/Subject Lead(s)

Responsibilities of the Computing Lead include:

- all as listed in the 'all staff' section above;
- the overseeing delivery of the online safety element of the Computing curriculum in accordance with the national curriculum;
- working closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messages within Computing;
- collaboration with technical staff and others responsible for ICT use in school to ensure a common and consistent approach, in line with Acceptable Use Agreements.

1.7 Network Manager/Technical staff

Responsibilities of the Network Manager/ICT Technician include:

- all as listed in the 'all staff' section above;
- supporting Governors and SLT in achieving the DfE [digital and technology standards](#);
- supporting SLT in the formulation of a Cyber Security resilience strategy and appropriate Cyber response plan as outlined in the DfE [Cyber security standards](#);
- reporting any online safety related issues that arise through external monitoring reports, to the DSL/OSL in the first instance;
- keeping up to date with the school's Online safety Policy and technical information to effectively carry out their online safety role and to inform and update others as relevant;
- working closely with the DSL/OSL/DPO to ensure that school systems and networks reflect school Policy;
- ensuring that the above stakeholders understand the terms of existing services and how any changes to these systems (especially in terms of access to personal and sensitive records/data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc.) might affect the system functions and safety online;
- supporting and providing advice on the implementation of 'appropriate filtering and monitoring' as determined by the DSL and Senior Leadership Team;
- ensuring that users may only access the school's networks through an authorised and properly enforced password protection procedures, in which passwords are regularly changed;
- ensuring that the school's ICT infrastructure is secure and is not open to misuse or malicious attack eg, keeping virus protection up to date;
- ensuring that access controls/encryption exist to protect personal and sensitive information held on school-owned devices;
- monitoring the use of the network/Virtual Learning Environment (VLE)/remote access/email and social media presence and that any misuse/attempted misuse is reported to the DSL/OSL in line with school Policy;
- ensuring that appropriate backup procedures exist so that critical information and systems can be recovered in the event of a of a cyber-attack or other disaster and to complement the business continuity process and cyber response plan; maintaining up-to-date documentation of the school's online security and technical procedures;
- working with the Headteacher to ensure the school website meets statutory DfE requirements;
- reporting online safety issues that come to their attention in line with school Policy.

1.8 Data Protection Officer (DPO)

The DPO will be familiar with references to the relationship between data protection and safeguarding in key DfE documents '[Keeping Children Safe in Education](#)' and '[Data protection: a toolkit for schools](#)'.

The Data Protection Act 2018 and UK GDPR **do not** prevent, or limit, the sharing of information for the purposes of keeping children safe and promoting their welfare. Information which is sensitive and personal will be treated as 'special category personal data' for the purposes of compliance with DPA 2018. Legal and secure information sharing between schools, Children's Social Care and other local agencies is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children. As with all data sharing, appropriate organisational and technical safeguards will be in place.

Other responsibilities of the DPO include:

- working with the DSL, Headteacher and Governors to ensure frameworks are in place for the protection of data and of safeguarding information sharing as outlined above;
- ensuring that all access to safeguarding data is limited as appropriate, monitored and audited.

1.9 Volunteers and contractors

The key responsibilities of volunteers and contractors are to:

- read, understand, sign and adhere to any Acceptable Use Agreement issued by the school;
- report any concerns, no matter how small, to the DSL/OSL without delay;
- maintain an awareness of current online safety issues and guidance;
- model safe, responsible and professional behaviours in their own use of technology.

1.10 Students

Taking into account the age and level of understanding, the key responsibilities of students are to:

- use the school ICT systems in accordance with the age-appropriate Student Acceptable Use Agreement – see Appendix D, which they and/or their parents will be expected to sign before being given access to school systems.
- ensure the security of their username and password for the school system, not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security;
- understand the importance of reporting abuse, misuse or access to inappropriate materials including those involving hoaxes and online challenges and know how to do so;
- know what action to take if they or someone they know feels worried or vulnerable when using online technology;
- understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school and realise that the school's acceptable use agreement covers their actions out of school, including on social media;
- know and understand school procedures on the use of mobile phones, digital cameras and hand-held digital devices;
- know and understand school procedures on the taking/use of images and on cyberbullying/sharing nude and/or semi-nude images and/or videos;
- understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school if there are problems.

1.11 Parents

Parents play a crucial role in ensuring that their children understand the need to use the Internet/mobile devices in an appropriate way. Research shows that many parents do not fully understand the issues and are less experienced in the use of ICT than their children. The school will therefore take every opportunity to help parents understand these issues through parents' evenings, newsletters, letters, website/VLE and information about national/local online safety campaigns/literature.

The key responsibilities for parents are to:

- support the school in promoting online safety which includes the students' use of the Internet and the school's use of photographic and video images;
- work with and support the school when issues or concerns are identified which are as a result of the school's filtering and monitoring procedures and processes;
- read, sign and promote the Student Acceptable Use Agreement and encourage their child to follow it;
- consult with the school if they have any concerns about their child's and others' use of technology;
- promote positive online safety and model safe, responsible and positive behaviours in their own use of technology (including on social media) by ensuring that they themselves do not use the Internet/social network sites/other forms of technical communication in an inappropriate or defamatory way;
- support the school's approach to online safety by not uploading or posting to the Internet any images or details of others without permission and refraining from posting pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute.

2. Teaching and Learning

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk known as the 4Cs:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial, or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending, and receiving explicit images (e.g., consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying); and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

Strong links between teaching online safety and the curriculum (see also Roles above) are the clearest in:

- Personal, Social and Health Education (PSHE)
- Relationship education, relationships and sex education (RSE) and health
- Computing
- Citizenship

It is, however, the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting subject lead staff and making the most of unexpected learning opportunities as they arise.

Whenever overseeing the use of technology (devices, the Internet, new technology such as augmented reality, etc) in school or setting as homework tasks, all staff will encourage sensible use, monitor what students are doing and consider potential dangers and the age appropriateness of websites.

Equally, all staff should carefully supervise and guide students when engaged in learning activities involving online technology (including, extra-curricular and extended school activities if relevant), supporting them with search skills, critical thinking (e.g., fake news), age-appropriate materials and signposting, and legal issues such as copyright, plagiarism and data law.

We recognise that online safety and broader digital resilience must be included throughout the curriculum.

Annual reviews of curriculum plans / schemes of work (including for SEND students) are used as an opportunity to assess the key areas of Self-image and Identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, Wellbeing and lifestyle, Privacy and security, and Copyright and ownership.

2.1 How internet use enhances learning

This school:

- has a clear, progressive online safety education programme as part of the Computing/PSHE curriculum. This covers the teaching of a range of skills and behaviours which are appropriate to the age and experience of the students concerned and include those to:
 - STOP and THINK before they CLICK;
 - develop a range of strategies to evaluate and verify information before accepting its accuracy;
 - be aware that the author of a website/page may have a particular bias or purpose and to develop skills to recognise what that may be;
 - know how to narrow down or refine a search;
 - [for older students] understand how search engines work and to understand that this affects the results they see at the top of the listings;
 - understand acceptable behaviour when using an online environment/email, i.e. be polite, no bad or abusive language or other inappropriate behaviour; keeping personal information private;
 - understand how photographs can be manipulated and how web content can attract unwanted or inappropriate attention;
 - understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have turned-on privacy settings;
 - understand why they must not post pictures or videos of others without their permission;
 - know not to download any files – such as music files – without permission;
 - have strategies for dealing with receipt of inappropriate materials;
 - [for older students] understand why and how some people will ‘groom’ young people for sexual or extremist ideology reasons;
 - understand the impact of cyberbullying, sharing inappropriate images and trolling and know how to seek help if they are affected by any form of online bullying;
 - know how to report any abuse including cyberbullying; and how to seek help if they experience problems when using the Internet and related technologies, i.e. parent, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button.
- plans internet use carefully to ensure that it is age-appropriate and supports the learning objectives for specific curriculum areas;
- will remind students about their responsibilities through an end-user Acceptable Use Agreement which will be displayed throughout the school or when they log on to the school’s network;
- ensures staff model safe and responsible behaviour in their own use of technology during lessons;
- ensures that when copying materials from the web, staff and students understand issues around plagiarism; how to check copyright and know that they must respect and acknowledge copyright/intellectual property rights;
- ensures that staff and students understand the issues around aspects of the commercial use of the Internet, as age appropriate. This may include risks in pop-ups; buying online, online gaming/gambling etc.

2.2 Students with additional needs

We use a wide range of strategies to support children with additional needs who might need extra support to keep themselves safe, especially online.

- Sensitively check Student’s understanding and knowledge of general personal safety issues using reminders and explicit prompts to link their existing knowledge of “how to keep safe” to the rules that will apply specifically to, for instance, internet use.
- Apply rules consistently to embed understanding.

- Communicate rules clearly to parents and seek their support in implementing school rules at home. Working with parents and sharing information with them is relevant to all children, but this group especially.
- Careful explanations about why rules might change in different situations i.e. why it is ok to give your name and address to an adult if you are lost in town, but not when using the Internet.
- Consistent use of cause and effect linking the rules to consequences teaching realistic and practical examples of what might happen if... without frightening students.

2.3 Remote Learning

The DfE expects schools to maintain their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education.

Our priority will always be to deliver high-quality face-to-face education to all pupils. Remote education will only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

This might include:

- occasions when our headteacher decides that it is not possible for us to open safely, or that opening would contradict guidance from local or central government
- occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example pupils with an infectious illness.

In these circumstances pupils will have access to remote education as soon as we reasonably can in proportion to the length of absence and disruption to their learning.

We will try to provide remote education equivalent in length to the core teaching pupils would receive in school. This can include recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently, and we understand good practice is considered to be:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2
- 5 hours a day for key stages 3 and 4

In developing our remote education provision, we have:

- selected the Google Classroom digital platform to use consistently across the school to allow interaction, assessment, and feedback with procedures in place to ensure staff are trained and confident in its use. This enables us to provide online video lessons recorded by teaching staff and high-quality lessons developed by external providers as well as monitored methods of communication.
- identified ways to discover and overcome barriers to digital access for pupils e.g., forms or other survey methods, distributing school-owned laptops, securing appropriate internet connectivity solutions, providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.
- ensured that school-owned devices distributed for the purpose of access to remote education will always include appropriate [safeguarding controls and support](#) to help children and families, and staff use them safely, including information about physically healthy computing e.g., posture, the teaching and learning environment, sleep.
- Considered how to transfer effective teaching from the classroom into remote education.
- Put systems in place for checking, daily, whether pupils are engaging with their work, so we can work with families to rapidly identify effective solutions where engagement is a concern.
- Identified that the Senior Leadership Team will take overarching responsibility for the oversight of the quality, delivery, and safety of remote education.

- Considered issues that specific individuals or groups of pupils may have engaging with remote education due to their age, stage of development, special educational needs, or disability e.g., where this would place significant demands on parents' help or support, ensuring that the teachers best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress, work with families to deliver an ambitious and appropriate curriculum
- Sought to demonstrate that we understand the requirement for schools under the [Children and Families Act 2014](#) to use our best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.
- Identified potential personal, professional, and children's safeguarding issues associated with the provision of remote education; put in place hardware, software, procedures, and training to reduce the risk of harm to the adults, children, and young people exposed to it; and ensured the risks are being addressed in a consistent and ongoing way through the curriculum (see below).

In the provision of remote education this school undertakes to:

- Communicate with parents to reinforce the importance of children being safe online by providing information on the systems we use to filter and monitor online use
- Set meaningful and ambitious work each day in an appropriate range of subjects, with clear information for parents on what their child is being asked to do online (including the sites they will be asked to access), and who from the school (if anyone) their child is going to be interacting with online
- Transfer into remote education what we already know about effective teaching in live classrooms by:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities
- Ensure leaders and teachers can access the DfE webpage [Get help with technology for remote education](#) which signposts to Microsoft etc. guidance on setting up devices for remote learning safely.
- Review and self-assess our remote education offer regularly.
- Continue to record attendance accurately in the register for pupils who are receiving remote education in line with DfE non-statutory guidance [Working together to improve school attendance](#).
- Carry out an annual review of the school's approach to online safety, supported by an annual risk assessment that considers and reflects the risks the pupils that attend this school face using a tool like the [360 safe website](#).

We recognise that there are additional safeguarding risks to pupils associated with them spending more time online than before the global pandemic, both in their leisure time and to be able to access remote education. There may also be risks from or to the people they live with during live video link work and staff are expected to plan accordingly and seek advice from the OSL/DSL as necessary. The pupil Acceptable Use Agreement includes expected conduct during remote education activities.

We recognise that there are additional safeguarding risks to staff as well, especially those facilitating remote learning via live video links that may also impact other people in their household or community. The Staff Code of Conduct sets out expected good remote education practice.

Staff are expected to:

- follow DfE guidance [Safeguarding and remote education](#) and safeguarding procedures when planning remote education strategies and teaching remotely

- Provide information about their temporary home working environment insofar as it might impact on their physical health, or the safeguarding of learners or their own household.
- Act appropriately on feedback and use any necessary online or cyber tools provided.
- Provide information about the technology they use at home to get online i.e., to ensure compatibility with school systems, especially cyber security measures involved in accessing sensitive data like medical, behaviour or performance information on school servers remotely.
- Implement relevant guidance on safe teaching and pastoral care from their home e.g., what is in the background of recorded or live streams, what is visible on shared screens, what can be heard by others in a household etc.
- Pay special attention to how they protect personal data at home.
- Report to their line manager any issues or concerns they may have either about their personal safety or that of a pupil.
- Keep talking about staying safe online, which we can do by:
 - Ensuring staff have the tools to promote a healthy balance between the positive and negative aspects of life online.
 - Signposting parents and carers to tools to explain and reduce risks and help them talk to their child.
 - Reiterating behaviour expectations and ways to handle and report problems, especially encouraging children to speak to a trusted adult if they come across content online that makes them uncomfortable.
 - Supporting critical thinking and promoting resources like [It's not easy being a parent in the digital age | Parent Zone](#) and [Trust Me | Childnet](#) which provide ways parents and carers can help their child develop these skills.

3. Handling online safety concerns and incidents

Our staff recognise that online safety is only one element of the wider safeguarding agenda as well as being a curriculum strand of Computing, PSHE/RSHE and Citizenship.

General concerns will be handled in the same way as any other child protection concern. Early reporting to the DSL/OSL is vital in order to ensure that the information contributes to the overall picture or highlights what might not yet be a problem.

Support staff will often have a unique insight and opportunity to find out about issues first in the playground, corridors, toilets and other communal areas outside the classroom (particularly relating to bullying and sexual harassment and violence).

Procedures for dealing with online safety, concerns and incidents are in the policies and procedures detailed on page 5 (3. Associated School Policies and Procedures section).

We are committed to taking all reasonable precautions to ensure online safety but recognise that incidents will occur both inside and outside school. All members of the school community are encouraged to report issues swiftly to school staff so that they can be dealt with quickly and sensitively through the school's escalation processes.

Any suspected online risk or infringement should be reported to the DSL/OSL on the same day wherever possible or, if out of school, the following school day.

Any concern/allegation about misuse by staff or other adult in school will always be referred directly to the Headteacher unless the concern is about the Headteacher, in which case, the complaint will be directed to the Chair of Governors. Staff may also use the NSPCC Whistleblowing Helpline. Call 0800 028 0285 or email: help@nspcc.org.uk.

The school will actively seek support from other agencies as needed (i.e. Local Authority Safeguarding Hub, UK Safer Internet Centre's Professionals' Online Safety Helpline (03443814772), NCA CEOP, Cumbria Police Prevent Officer, Cumbria Police, Internet Watch Foundation (IWF)). We will inform parents of online safety

incidents involving their child and the police where staff or students engage in or are subject to behaviour which we consider is particularly disturbing or is considered illegal. See Sections below for procedures for dealing with sharing nude/or semi-nude images and/or videos, up skirting and online (cyber) bullying.

- In this school there is strict monitoring and application of the Online Safety Policy and a differentiated and appropriate range of sanctions.
- All members of the school community will be informed about the procedure for reporting online safety concerns (such as breaches of filtering, cyberbullying, illegal content etc.).
- The Online Safety Co-ordinator will record all reported incidents and actions taken in the School Online Safety incident log and other in any relevant areas eg, Bullying or Child protection log.
- The Designated Safeguarding Lead will be informed of any online safety incidents involving Child Protection concerns, which will then be escalated appropriately – See Child Protection Policy and procedures for dealing with concerns.
- The school will manage Online Safety incidents in accordance with the school discipline/behaviour policy where appropriate.
- The school will inform parents of any incidents or 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 Safeguarding Hub **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 Safeguarding Hub – see Child Protection Policy and procedures.

If members of staff suspect that misuse might have taken place, but that the misuse is not illegal (as above) it is essential that correct procedures are used to investigate, preserve evidence, and protect those carrying out the investigation. More than one member of staff should be involved in the investigation which should be carried out on a “clean” designated computer.

Incidents will be dealt with as soon as possible in a proportionate manner through normal behaviour/disciplinary procedures. It is important that, where necessary, members of the school community are made aware that incidents have been dealt with.

3.1 Sharing nude and/or semi-nude images and/or videos

Where incidents of the sharing of nude and/or semi-nude images and/or videos via the internet or mobile phone by those under the age of 18 are discovered, we will refer to the UK Council for (UKCIS) guidance '[Sharing nude and semi-nude images](#)'. A copy of this document is available from the school office. Where one of the parties is over the age of 18 and the other is under 18, we will refer to it as child sexual abuse.

All staff and other relevant adults have been issued with a copy of the UKCIS overview document ([Sharing nudes and semi-nudes: how to respond to an incident](#)) in recognition of the fact that it is generally someone other than the DSL or OSL who will first become aware of an incident. Staff, other than the DSL, must not intentionally view, copy, share, store or save or delete the image or ask anyone else to do so but must report the incident to the DSL as soon as possible.

It is the responsibility of the DSL to follow the guidance issued by UKCIS, decide on the next steps and whether to involve other agencies as appropriate.

It is important to understand that whilst the sharing of nude and/or semi-nude images and/or videos is illegal, students should be encouraged to discuss situations with staff if they have made a mistake or had a problem with this issue.

The UKCIS advice outlines how to respond to an incident of nudes and semi-nudes being shared including:

- risk assessing situations;
- safeguarding and supporting children and young people;
- handling devices and images;

- recording incidents, including the role of other agencies.
- informing parents and carers

The types of incidents which this advice covers are:

- a person under the age of 18 creates and shares nudes and semi-nudes of themselves with a peer under the age of 18;
- a person under the age of 18 shares nudes and semi-nudes created by another person under the age of 18 with a peer under the age of 18;
- a person under the age of 18 is in possession of nudes and semi-nudes created by another person under the age of 18.

3.2 Up skirting

All staff are aware that 'up skirting' (taking a photo of someone under their clothing) is now a criminal offence, but that students should be encouraged to discuss with staff situations if they have made a mistake or had a problem with this issue. If staff or other adults become aware of an incident of 'up skirting', the issue must be reported to the DSL as soon as possible.

3.3 Cyber bullying

Cyberbullying (also known as online bullying) can be defined as the use of information and communications technology particularly mobile devices and the internet, deliberately to upset someone else and reported incidents will be treated in the same way as any other form of bullying. The Behaviour Policy

and procedures will be followed in relation to sanctions will be taken against the perpetrator. It is important not to treat online bullying separately to offline bullying and to recognise that some bullying will have both online and offline elements. Support will be provided to both the victim and the perpetrator. In some cases, it may be necessary to inform or involve the police.

Many young people and adults find that using the Internet and mobile phones is 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 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.

There are several statutory obligations on schools in relation to behaviour which establish clear responsibilities to respond to bullying. In particular, section 89 of the Education and Inspections Act 2006:

- every school must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school's Behaviour Policy which must be communicated to all students, school staff and parents;
- gives Headteachers the ability to ensure that students behave when they are not on school premises or under the lawful control of school staff.

Where bullying outside school (such as online or via text) is reported to the school, it will be investigated and acted on in line with the school Behaviour Policy and procedures.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feels that an offence may have been committed, they should seek assistance from the police.

All staff have a role in implementing our behaviour policy and our procedures for tackling cyberbullying as follows, and are encouraged to use [Resources | Childnet](#) which offers guidance and practical advice (select the topic online bullying):

- Cyberbullying (along with all other forms of bullying) of any member of the school community will never be tolerated. Full details are set out in the Behaviour Policy and procedures.
- There are clear procedures in place to support anyone in the school community affected by cyberbullying.
- All incidents of cyberbullying reported to the school will be recorded.
- There will be clear procedures in place to investigate incidents or allegations of cyberbullying.
- Students, staff and parents will be advised to keep a record of the bullying as evidence.
- The school will take steps to identify the bully, where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Students, staff and parents will be required to work with the school to support the approach to cyberbullying and the school's online safety ethos.
- Sanctions for those involved in cyberbullying may include:
 - The perpetrator will be asked to remove any material deemed to be inappropriate or offensive.
 - A service provider may be contacted to remove content if the perpetrator refuses or is unable to delete content.
 - Internet access may be suspended at school for the user for a period of time. Other sanctions for students and staff may also be used in accordance with the Behaviour Policy, Acceptable Use Agreement and Disciplinary Procedures.
 - Parents of both perpetrator(s) and the victim(s) will be informed.
 - The police will be contacted if a criminal offence is suspected.

3.4 Harmful online challenges or hoaxes

An online challenge will generally involve users recording themselves taking a challenge and then distributing the resulting video through social media sites, often inspiring or daring others to repeat the challenge. Whilst many will be safe and fun, others can be potentially harmful and even life threatening.

If staff are confident children and young people are aware of, and engaged in, a real challenge that may be putting them at risk of harm, then it would be appropriate for this to be directly addressed by either the DSL or a senior leader in school. Careful consideration will be given on how best to do this and it may be appropriate to offer focussed support to a particular age group or individual children at risk. We will take account of the fact that even with real challenges, many children and young people may not have seen it and may not be aware of it and will carefully weigh up the benefits of institution-wide highlighting of the potential harms related to a challenge against needlessly increasing children and young people's exposure to it.

Where staff become aware of a potentially harmful online hoax or challenge, they will immediately inform the Designated Safeguarding Lead who will take the appropriate action either with the child concerned or with the wider group where the incident involves more than one child.

Where the DSL considers it necessary to directly address an issue, this can be achieved without exposing children and young people to scary or distressing content. In the response, we will consider the following questions:

- is it factual?
- is it proportional to the actual (or perceived) risk?
- is it helpful?
- is it age and stage of development appropriate?
- is it supportive?

A hoax is a deliberate lie designed to seem truthful. The internet and social media provide a perfect platform for hoaxes, especially hoaxes about challenges or trends that are said to be harmful to children and young people to be spread quickly.

We will carefully consider if a challenge or scare story is a hoax. Generally speaking, naming an online hoax and providing direct warnings is not helpful. Concerns are often fuelled by unhelpful publicity, usually generated on social media, and may not be based on confirmed or factual occurrences or any real risk to children and young people. There have been examples of hoaxes where much of the content was created by those responding to the story being reported, needlessly increasing children and young people's exposure to distressing content.

Evidence from Childline shows that, following viral online hoaxes, children and young people often seek support after witnessing harmful and distressing content that has been highlighted, or directly shown to them (often with the best of intentions), by parents, carers, schools and other bodies. In this respect, staff will be mindful of the advice provided by the UK Safer Internet Centre which provides guidance on [dealing with online hoaxes or challenges](#).

In any response, reference will be made to the DfE guidance '[Harmful online challenges and online hoaxes](#)'.

3.5 Sexual violence and harassment

DfE guidance on sexual violence and harassment is referenced in 'Keeping Children Safe in Education'. All staff are aware of this guidance.

We take all forms of sexual violence and harassment seriously and will act appropriately on information which suggests inappropriate behaviour regardless of the considered seriousness. Any incident of sexual harassment or violence (online or offline) must be reported to the DSL at the earliest opportunity. The DSL will follow the guidance as outlined in the Child Protection Policy and procedures. Sanctions will be applied in line with our Behaviour Policy and procedures

3.6 Misuse of school technology (devices, systems, networks or platforms)

Clear and well communicated rules and procedures are essential to govern Student and adult use of school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

These rules are defined in the relevant Acceptable Use Agreements as provided to students, staff and Governors.

Where students contravene these rules, the Behaviour Policy and procedures will be applied; where staff contravene these rules, action will be taken as outlined in the staff code of conduct and, where necessary, the school disciplinary procedures.

The school reserves the right to withdraw, temporarily or permanently, any or all access to such technology or the right to bring mobile technology devices onto school property.

3.7 Social media incidents

See also Section 9. below. Social media incidents are governed by Acceptable Use Agreements. Breaches will be dealt with in line with these procedures, the Behaviour Policy and procedures (for students) and the staff Code of Conduct/Disciplinary procedures (for staff and other adults).

Where an incident relates to an inappropriate, upsetting, violent or abusive social media post by an identifiable member of the school community, we will request that the post be deleted and will expect this to be actioned promptly.

Where an offending post has been made by a third party or is anonymous, the school may report it to the hosting platform, the police or may contact the [Professionals' Online Safety Helpline](#) (UK Safer Internet Centre) for support or assistance in accelerating the process of removal.

4. Data protection and data security

All students, staff, Governors, parents and other adults working in or visiting school are bound by the school's Data Protection Policy and procedures a copy of which is available from the school office.

There are references to the relationship between data protection and safeguarding in key DfE documents i.e. '[Keeping Children Safe in Education](#)' and '[Data protection: a toolkit for schools](#)' which the DPO and DSL will seek to apply.

The Headteacher, DPO and Governors work together to ensure a DPA compliant framework for storing data, but which ensures that child protection is always the primary consideration and data protection processes support careful and legal sharing of information. The Data Protection Act 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Information which is sensitive and personal will be treated as 'special category personal data' for the purposes of compliance with the DPA. Legal and secure information sharing between schools, Children's Social Care and other local agencies is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information **must not** be allowed to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards will be in place.

All students, staff, Governors, volunteers, contractors and parents are bound by the school's Data Protection Policy and procedures.

4.1 Maintaining Information Systems Security

Local Area Network (LAN) security issues include:

- Users must act reasonably e.g., the downloading of large files or viewing sporting events during the working day will affect the service that others receive.
- Users must take responsibility for their network use. For staff, flouting the school Acceptable Use Agreement may be regarded as a reason for dismissal.
- Workstations should be secured against user mistakes and deliberate actions.
- Servers will be located securely and physical access restricted.
- The server operating system is secured and kept up to date.
- Virus protection for the whole network is installed and current.
- Access by wireless devices will be proactively managed and secured with a minimum of WPA2 encryption.

Wide Area Network (WAN) security issues include:

- Broadband firewalls and local CPEs (Customer Premises Equipment) are configured to prevent unauthorised access between schools.
- Decisions on WAN security are made in partnership between school and our network provider.

The following statements apply in our school:

- The security of the school information systems and users will be reviewed regularly.
- Virus protection will be updated regularly.
- Personal data sent over the Internet or taken off site will be encrypted.
- Portable media may not be used without specific permission followed by an anti-virus/malware scan.
- Unapproved software will not be allowed in work areas or attached to email.
- Files held on the school's network will be regularly checked.
- The ICT Co-ordinator/Network Manager will review system capacity regularly.
- Use of user logins and passwords to access the school network will be enforced – see Section 6.2 below.

The school broadband is provided by LUNS (01524 510510)

The Headteacher, Data Protection Officer and Governors work together to ensure a DPA compliant framework for storing data, but which ensures that child protection is always put first and data protection processes support careful and legal sharing of information.

4.2 Password Security

We will ensure that the school network is as safe and secure as is reasonably possible and that users can only access data to which they have right of access; no user is able to access another's files without permission (or as allowed for monitoring purposes within the school's procedures); access to personal data is securely controlled in line with the school's personal data procedures; logs are maintained of access by users and of their actions while users of the system.

All users (adults and young people) will have responsibility for the security of their username and password, must not allow other users to access the systems using their log on details and must immediately report any suspicion or evidence that there has been a breach of security

Passwords for new users, and replacement passwords for existing users can be allocated by the Helpdesk. Any changes carried out must be notified to the member of staff responsible for issuing and coordinating password security (above).

Users will change their passwords every 90 days.

Training/Awareness:

It is essential that users are made aware of the need to keep passwords secure, and the risks attached to unauthorised access/data loss. This will apply to even the youngest of users, even if class log-ons are being used.

Members of staff will be made aware of the school's password security procedures:

- at induction;
- through the school's Online Safety Policy and Procedures;
- through the Acceptable Use Agreement.

Students will be made aware of the school's password security procedures:

- in Computing/ICT and/or Online Safety lessons;
- through the Acceptable Use Agreement.

The following rules apply to the use of passwords:

- passwords must be changed every 90 days/months;
- the last three passwords cannot be re-used;
- the password will be a minimum of 6 characters long and must include three of – uppercase character, lowercase character, number, special character;
- temporary passwords e.g., used with new user accounts or when users have forgotten their passwords, shall be enforced to change immediately upon the next account log-on;
- passwords shall not be displayed on screen, and shall be securely hashed (use of one-way encryption);
- requests for password changes should be authenticated by the student or a teacher in the event of a student password or the staff member or DPO in the event of a staff member to ensure that the new password can only be passed to the genuine user

The "master/administrator" passwords for the school ICT system, used by the Network Manager (or another person) are made available to the Headteacher or other nominated senior leader and kept in a secure place.

Audit/Monitoring/Reporting/Review:

The Network Manager and his team will ensure that full records are kept of:

- User Ids and requests for password changes;
- User log-ons;
- Security incidents related to this Policy and procedures.

In the event of a serious security incident, the police may request and will be allowed access to passwords used for encryption. Local Authority Auditors also have the right of access to passwords for audit investigation purposes.

User lists, IDs and other security related information must be given the highest security classification and stored in a secure manner. These records will be reviewed by Online Safety Co-ordinator at regular intervals.

5. Electronic Communications

5.1 Managing Email

Our general principles for email use are as follows:

- Students may only use approved email accounts for school purposes.
- Students must immediately tell a designated member of staff if they receive an offensive email or one which upsets or worries them.
- Students 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 students and parents, as approved by the Senior Leadership Team. Any deviation from this must be agreed with the DSL/Headteacher.
- Any digital communication between staff and students or parents (email, chat, VLE etc.) must be professional in tone and content. These communications may only take place on official (monitored) school systems. Personal email addresses, text messaging or public chat/social networking programmes must not be used for these communications. Any unauthorised attempt to use a different system may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Headteacher (if by a staff member).
- Staff are not permitted to use personal email accounts during school hours or for professional purposes.
- Students and staff are not permitted to use the school email system for personal use and should be aware that all use is monitored, their emails may be read and the same rules of appropriate behaviour apply at all times. Emails using inappropriate language, images, malware or to adult sites may be blocked and not arrive at their intended destination.
- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which (for staff) might bring the school into disrepute or compromise the professionalism of staff.
- Users must immediately report, to the Headteacher DSL the receipt of any email that makes them feel uncomfortable, is offensive, threatening or bullying in nature and must not respond to any such email.
- Students will be taught about email safety issues, such as the risks attached to the use of personal details. They will also be taught strategies to deal with inappropriate emails and be reminded of the need to write emails clearly and correctly and not include any unsuitable or abusive material.
- Personal information must not be posted on the school website and only official email addresses will be used to identify members of staff.
- Spam, phishing and virus attachments can make email dangerous. The school ICT provider ensures mail is virus checked (ingoing and outgoing), includes spam filtering and backs emails up daily.

5.2 Emailing personal, sensitive, confidential or classified information

Staff or student personal data should never be sent/shared/stored in emails and any data must be encrypted prior to being sent.

- Assess whether the information can be transmitted by other secure means before using email - emailing confidential data is not recommended and should be avoided where possible;
- The use of Hotmail, BT Internet, personal Gmail or any other Internet based webmail service for sending email containing sensitive information is not permitted;
- Where your conclusion is that email must be used to transmit such data:
 - Obtain express consent from your manager to provide the information by email;
 - Exercise caution when sending the email and always follow these checks before releasing the email:

- Verify the details, including accurate email address, of any intended recipient of the information;
 - Verify (by phoning) the details of a requestor before responding to email requests for information;
 - Do not copy or forward the email to any more recipients than is necessary.
- Do not send the information to any person whose details you have been unable to separately verify (usually by phone);
 - Send the information as an encrypted document **attached** to an email;
 - Provide the encryption key or password by a **separate** contact with the recipient(s) eg, by telephone or in writing;
 - Do not identify such information in the subject line of any email;
 - Request confirmation of safe receipt.

5.3 Zombie accounts

Zombie accounts refer to accounts belonging to users who have left the school and therefore no longer have authorised access to the school's systems. Such Zombie accounts when left active can cause a security threat by allowing unauthorised access.

- Ensure that all user accounts are disabled once the member of the school has left;
- Prompt action on disabling accounts will prevent unauthorised access;
- Regularly change generic passwords to avoid unauthorised access (Microsoft© advise every 42 days).

Staff will refer to further advice available at [IT Governance](#) as necessary.

6. School Website

The school website is a key public-facing information portal for the school community (both existing and prospective stakeholders) with a key reputational value. CBr has day to day editorial responsibility for online content published by the school on the school website and will ensure that content published is accurate and appropriate. The school website is managed by/hosted by Concept4.

The DfE has determined information which must be available on a school website. ['What schools must publish online'](#).

Where other staff submit information for the website, they are asked to consider the following principles:

- The contact details on the website are the school address, email and telephone number. Staff, Governors or students' personal information are not published.
- Email addresses will be published carefully online, to avoid being harvested for spam (eg, by replacing '@' with 'AT').
- The school website will comply with the school's guidelines for publications including respect for intellectual property rights, privacy procedures and copyright.
- Where Student work, images or videos are published on the website, their identities are protected and full names are not published (remember also not to save images with a filename that includes a student's full name).

7. Use of digital and video images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and students instant use of images that they have recorded themselves or downloaded from the Internet. However, staff, students and parents need to be aware of the risks associated with sharing images and with posting digital images on the Internet. Those images may remain available on the Internet forever and may cause harm or embarrassment to individuals in the short or longer term. There are many reported incidents of employers carrying out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement procedures to reduce the likelihood of the potential for harm:

- We gain parental permission for the use of digital photographs or video involving their child as part of the school agreement form when their child joins the school. This is a once in a school lifetime consent. Parents are required to inform the school if their consent changes.
- We seek consent for the publication of images from students.
- When we publish images or video, we will inform students and parents before publishing so they have a chance to object as is their legal right under DPA 2018.
- We do not identify students in online photographic materials or include the full names of students in the credits of any published school produced digital materials. Photo file names/tags do not include full names to avoid accidentally sharing them.
- When using digital images, staff will inform and educate students about the risks associated with the taking, use, sharing, publication and distribution of images. Students are advised to be very careful about placing any personal photos on any 'social' online network space. They are taught to understand the need to maintain privacy settings so as not to make public, personal information.
- Staff are governed by their contract of employment, the staff Code of Conduct and sign the school's Acceptable Use Agreement. This includes a clause on the use of mobile phones/personal equipment for taking pictures of students.
- The school blocks/filter access to social networking sites or newsgroups unless there is a specific approved educational purpose.
- Members of staff may occasionally use personal phones to capture photos or videos of students. These will be appropriate, linked to school activities, taken without secrecy and not captured in a one-to-one situation. Photos will always be moved to school storage as soon as possible after which they are deleted from personal devices and/or cloud services (Note: many phones automatically back up photos).
- Staff will ensure that when taking digital/video images that students are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
- Digital images/videos are stored on the school network in line with the retention schedule of the school Data Protection Policy.
- Students are taught about how images can be manipulated in their online safety education programme and are taught to consider how to publish for a wide range of audiences which might include Governors, parents or younger children as part of their ICT scheme of work;
- Students are taught that they should not post images or videos of others without their consent. We teach them about the risks associated with providing information with images (including the name of the file), that reveals the identity of others and their location, such as house number, street name or school. We teach them about the need to keep their data secure and what to do if they or a friend are subject to bullying or abuse.
- Staff and parents are regularly reminded about the importance of not sharing without consent, due to child protection concerns (eg, children looked-after often have restrictions for their own protection) data protection, religious or cultural reasons or simply for reasons of personal privacy.
- If specific Student photos (not group photos) are used on the school web site, in the prospectus or in other high-profile publications the school will obtain individual parental or Student consent for its long-term use. A Student's work can only be published with the consent of the student and parents. We will seek the consent of the Student first and then, if necessary, the parents.

8. Cloud Platforms

Many schools are recognising the benefits of cloud computing platforms, not just for cost savings, but to enhance teaching and learning. This school adheres to the principles of the Department for Education documents [Cloud computing services: guidance for school leaders, school staff and governing bodies](#), [Meeting digital and technology standards in schools \(Cloud solution standards for schools and colleges\)](#). As more and more systems move to the cloud, it becomes easier to share and access data. Our Data Protection Policy and procedures includes the use of Cloud services.

For online safety, basic rules of good password management, expert administration and training is used to keep staff and students safe and to avoid incidents. The DPO and network manager will analyse and document systems and procedures before they are implemented and regularly review them.

The following principles apply:

- Privacy statements inform parents and children when and what type of data is stored in the cloud.
- The DPO approves new cloud systems, what may or may not be stored in them and by whom on the basis of a data protection impact assessment (DPIA).
- Regular training ensures all staff understand sharing functionality and this is audited to ensure that Student data is not shared by mistake. Open access or widely shared folders are clearly marked as such.
- Students and staff are only given access and/or sharing rights when they can demonstrate an understanding of what data may be stored and how it can be seen.
- Student images/videos are only made public with parental consent.
- Only school-approved platforms are used by students or staff to store Student work.
- All stakeholders understand the difference between consumer and education products (eg, a private Gmail account or Google Drive and those belonging to a managed educational domain).

9. Social Media

9.1 Managing social networking, social media and personal publishing sites

This school works on the principle that if we don't manage our social media reputation, someone else will. Online reputation management is about understanding and managing our digital footprint (everything that can be seen or read about the school online). Negative coverage almost always causes some level of disruption and can result in distress to individuals.

We therefore manage our social media footprint carefully to know what is being said about the school and in order to respond to criticism and praise in a fair, responsible manner.

The school has an official Facebook/ X (formally known as Twitter)/Instagram account which is managed by the school but we ask parents not to use these channels to communicate about their children or other personal matters.

Email is the official electronic communication channel between parents and the school, and between staff and students and we use @kksa.co.uk email address, Parentmail and Edulink to facilitate this securely.

While we welcome communication about and with us from within and outside our school community online using our social media accounts, they **must never** be used to communicate with us about personal or private matters, including over any private messaging service operated by such social media providers

9.2 Staff, students' and parents' social media presence

Social media is a fact of modern life and, as a school, we accept that many parents, staff and students will use it. However, as stated in the Acceptable Use Agreements and our Behaviour Policy and procedures we expect everybody to behave in a positive manner, engaging respectfully with the school and each other on social media, in the same way as they would face to face.

This positive behaviour can be summarised as not making any posts which are, or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise derogatory or inappropriate or which might bring the school, student body or teaching profession into disrepute. This applies to both public pages and to private posts eg, parent chats, pages or groups.

If parents have a concern about the school, we would urge them to contact us directly and in private to resolve the matter. If an issue cannot be resolved in this way, the school complaints procedure (available via the school website) should be followed. Sharing complaints on social media is unlikely

to help resolve the matter but can cause upset to staff, students and parents, also undermining staff morale and the reputation of the school.

Many social media platforms have a minimum age of 13 but the school regularly deals with issues arising on social media with students under the age of 13. We ask parents to respect age ratings on social media platforms wherever possible and not encourage or condone underage use. However, the school accept that there is a balance between not encouraging underage use whilst at the same time needing to acknowledge reality in order to best help our students to avoid or cope with issues if they arise. Online safety lessons will look at social media and other online behaviour, how to be a good friend online and how to report bullying, misuse, intimidation, abuse or exploitation. However, children will often learn most from the models of behaviour they see and experience. Parents can best support this by talking to their children about the apps, sites and games they use, with whom, for how long, and when (late at night is not helpful for a good night's sleep and productive teaching and learning at school the next day).

Students are not allowed¹ to be 'friends' with or make a 'friend request'² to any staff, Governors, volunteers or regular school contractors or otherwise communicate via social media. Students are discouraged from 'following' staff, Governors, volunteers or regular school contractors' public accounts (eg, following a staff member with a public Instagram account). However, we accept that this can be difficult to control. This, however, highlights the need for staff to remain professional in their private lives. Conversely staff must not follow public Student accounts.

Staff are reminded that they should not bring the school or profession into disrepute and the best way to avoid this is to have the strictest privacy settings and avoid inappropriate sharing and oversharing online. Staff must never discuss the school or its stakeholders on social media and ensure that their personal opinions are not attributed to the school.

The following principles apply:

- This school will take steps to control access to social media and social networking sites over school networks, on school-owned devices, and on social media or other online accounts we control.
- Appropriate guidance or signposting will be provided for pupils, parents, governors, staff, and volunteers about [Social Media and how to use it safely - NCSC.GOV.UK](#), [Social Media - UK Safer Internet Centre](#), and [Social media and online safety | NSPCC Learning](#).
- Students will be 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 will 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 Student 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.
- Students 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.
- Students will be encouraged to approve and invite known friends only on social networking sites and to

¹ Exceptions may be made, eg, for pre-existing family links, but these must be approved by the Headteacher and should be declared upon entry of the Student or staff member to the school.

² Any attempt to do so may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Headteacher (if by a staff member).

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.
- Steps will be taken in line with guidance on [How schools and parents can spot and tackle online abuse of teachers - The Education Hub \(blog.gov.uk\)](#).
- Newsgroups will be blocked unless a specific use is approved.
- Concerns regarding a Student's use of social networking, social media and personal publishing sites (in or out of school) will be raised with their parents, particularly when concerning the 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 outlined in the school Staff Acceptable Use Agreement – see Appendix F.
- Further guidance can be found in the document 'Safe Use of Facebook and Other Social Networking Sites' on the KAHSC website.

9.3 Personal devices and bring your own device (BOYD) procedures

We recognise the widespread use of personal devices makes it essential that schools take steps to ensure mobile phones and devices, including wearable or "smart" technologies like health or fitness trackers and watches (some of which are capable of taking and storing digital images) are used responsibly at school and it is essential that Student use of their devices does not impede teaching, learning and good order in classrooms. Staff will be given clear boundaries on professional use and these are set out in the Staff Code of Conduct.

Mobile devices can present a number of problems when not used appropriately:

- They are valuable items which may be stolen or damaged;
- Their use can render students or staff subject to sexual harassment, cyberbullying, and other forms of control;
- Apps or mobile devices which broadcast location data can make staff or students vulnerable to behaviours like stalking and can provide perpetrators with information to take cyberbullying into the real world.
- Internet access on phones and personal devices can allow students 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, cyber bullying and data protection issues in relation to inappropriate capture, use or distribution of inappropriate images of students or staff;

Permitted use of mobile phones and personal devices is a school decision and the following will apply:

- 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 Behaviour Policy and procedures.
- The school reserves the right to search the content of any mobile or handheld devices on the school premises where there is a reasonable suspicion that it may contain undesirable materials, including those which promote pornography, violence or bullying. Staff mobiles or hand-held devices may be searched at any time as part of routine monitoring.
- School staff may confiscate a phone or device if they believe it is being used to contravene the school's behaviour Policy or bullying procedures.
- 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.

- Mobile phones and personal devices will not be used during lessons or formal school time unless as part of an approved and directed curriculum-based activity with consent from a member of staff. They should be switched off (not placed on silent) and stored out of sight on arrival at school. Staff members may use their phones during school break times. All visitors are requested to keep their phones on silent whilst in the school.
- School to provide details of their procedures for the use of mobile phones by pupils and staff whilst on the school site, for example:
(Mobile phones and personal devices will not be used during lessons or formal school time unless as part of an approved and directed curriculum-based activity with consent from a member of staff. They should be switched off (not placed on silent) and stored out of sight on arrival at school. Staff members may use their phones during school break times. All visitors are requested to keep their phones on silent whilst in the school).
- The recording, taking and sharing of images, video and audio on any mobile phone, not permitted except where it has been explicitly agreed otherwise by the Headteacher. Such authorised use is to be monitored and recorded. All mobile phone use is to be open to scrutiny and the Headteacher is authorised to withdraw or restrict authorisation for use at any time if it is deemed necessary. Where permission is given by the Headteacher, no images or videos are to be taken on mobile phones or personally-owned mobile devices without the prior consent of the person or people in the image.
- The Bluetooth function of a mobile phone should always be switched off and not be used to send images or files to other mobile phones.
- Electronic devices of all kinds that are brought into 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.
- Where parents or students need to contact each other during the school day, they should do so only through the school's telephone. Staff may use their phones during break times. If a staff member is expecting a personal call, they may leave their phone with the school office to answer on their behalf or seek specific permissions to use their phone at other than their break time.
- 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.

Student use of personal devices:

School to include here their procedures on the use of mobile phones by pupils whilst on the school site. Alternatively, if the procedures are embedded in the school Behaviour Policy and procedures, refer the reader to that document. The DfE have issued guidance for schools on prohibiting the use of mobile phones throughout the school day along with guidance on creating a mobile phone-free school environment for example:

- The school accepts that there may be circumstances in which a parent wishes their child to have a mobile phone for their own safety. If this is the case, the normal rules regarding use during the school day will apply.
- If mobiles are brought in they must be switched off and out of sight.
- If a student breaches the school procedures, then the phone or device will be confiscated and will be held in a secure place in the school office. Mobile phones and devices will be released to parents in accordance with the Behaviour policy school procedures.
- Phones and devices must not be taken into examinations. Students found in possession of a mobile phone during an exam will be reported to the appropriate examining body. This may result in the student's withdrawal from either that examination or all examinations.
- If a student needs to contact his/her parent, they will be allowed to use a school phone. Parents are advised not to contact their child via their mobile phone during the school day, but to contact the school office.
- Students should protect their phone numbers by only giving them to trusted friends and family members.

- Students will be instructed in safe and appropriate use of mobile phones and personal devices and will be made aware of boundaries and consequences.
- Students will be provided with school mobile phones or other hand-held personal devices to use in specific learning activities under the supervision of a member of staff. Such mobile phones will be set up so that only those features required for the activity will be enabled.

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 students or parents is required.
- Mobile phones and personally owned devices will be switched off or switched to 'silent' mode; Bluetooth communication should be "hidden" or switched off, location data switched off unless being used only for the duration of a specific task like route directions on a school trip, and mobile phones or personally owned devices will not be used during teaching periods unless permission has been given by a member of Senior Leadership Team for emergency circumstances.
- The function on a personal device which allows the capture and recording of images including photographs, video, and voice will be disabled whilst on the school site.
- If members of staff have an educational reason to allow children to use mobile phones or personal devices 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 students and will only use work-provided equipment for this purpose.
- Where members of staff are required to use a mobile phone for school duties, for instance in case of emergency during off-site activities, or for contacting students or parents, then a school mobile phone will be provided and used. In an emergency where a staff member does not have access to a school-owned device, they should use their own device and hide their own mobile number for confidentiality purposes.
- If a member of staff breaches the school Policy and procedures, then disciplinary action may be taken
- Parents are asked to keep phones out of sights whilst on the school premises. They must ask permission before taking any photos eg, of displays in corridors or classrooms and avoid capturing other children. Parents are asked not to call students on their mobile phones during the school day; urgent messages can be passed via the school office.

Network/internet access on school devices

Students are not allowed networked file access via personal devices. However, Sixth form are permitted to access the school wireless internet network for school-related internet use/limited personal use within the framework of the Acceptable Use Agreement. All such use is monitored.

Searching, Screening and Confiscation

In line with the DfE guidance '[Screening, searching and confiscation: advice for schools](#)', the Head teacher and staff authorised by them have a statutory power to search pupils/property on school premises (with consent for items banned by the school and without consent for items which are prohibited or illegal). Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so. If the member of staff conducting the search suspects they may find an indecent image of a child (sometimes known as nude or semi-nude images), the member of staff must never intentionally view the image, and must never copy, print, share, store, save or delete such images.

When an incident might involve an indecent image of a child and/or video, the member of staff will confiscate the device, avoid looking at the device and refer the incident to the DSL (or deputy) as the most appropriate person to advise on the school's response. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable

material, including but not exclusive to sexual images, pornography, up skirting, violence or bullying. Further details are available in the Behaviour Policy and procedures.

10. Generative Artificial Intelligence

Generative artificial intelligence (AI) is technology that can be used to create new content based on large volumes of data that models have been trained on from a variety of works and other sources. ChatGPT and Google Bard are generative AI tools built on large language models (LLMs).

Tools such as ChatGPT and Google Bard can:

- answer questions
- complete written tasks
- respond to prompts in a human-like way

Other forms of generative AI can produce:

- audio
- code
- images
- text
- simulations
- videos

AI technology is not new and we already use it in everyday life for:

- email spam filtering
- media recommendation systems
- navigation apps
- online chatbots

However, recent advances in technology mean that we can now use tools such as ChatGPT and Google Bard to produce AI-generated content. This creates both opportunities and challenges for schools which are briefly described in DfE guidance [Generative artificial intelligence \(AI\) in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/generative-artificial-intelligence-ai-in-education).

We recognise that this means we have two key duties:

- to prepare students for changing workplaces, and
- to teach students how to use emerging technologies, such as generative AI, safely and appropriately.

This has implications for:

- How effectively we use and monitor the use of AI
- The protection of the personal data, privacy and intellectual property of staff and pupils and explicit consent if any data will be used for machine learning.
- Maintaining the integrity of formal assessments i.e., detecting and preventing the misuse of AI, and
- Curriculum development.

At different stages of education, teaching may include:

- the limitations, reliability, and potential bias of generative AI
- how information on the internet is organised and ranked
- online safety to protect against harmful or misleading content
- understanding and protecting intellectual property (IP) rights
- creating and using digital content safely and responsibly
- the impact of technology, including disruptive and enabling technologies
- foundational knowledge about how computers work, connect with each other, follow rules and process data

10. Managing filtering and monitoring

For specific information on how we manage filtering and monitoring in this school, please see **Appendix A**.

Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn we (the Governors, SLT and staff) will do all we reasonably can to limit children's exposure to online safety risks from the school's IT system. As part of this process, we will ensure that the school has appropriate filtering and monitoring systems in place and will regularly review their effectiveness.

By making use of an appropriate [risk assessment](#), the school will work towards meeting the obligations set out in the DfE [filtering and monitoring standards](#) which set out that schools should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs

The Governors will review the standards and discuss with IT staff and service providers what more needs to be done to support the school in meeting the standards.

The following issues will be addressed and regularly reviewed in relation to the management of filtering:

- The school's broadband access will include filtering appropriate to the age and maturity of students.
- The school will work with the School's Broadband team LUNS and the Cumbria County Council to ensure that filtering procedures are continually reviewed.
- The school will have a clear procedure for monitoring and subsequent reporting breaches of filtering. All members of the school community (all staff and all students) will be aware of this procedure.
- If staff or students discover unsuitable sites, the URL will be reported to the School Online Safety Co-ordinator/DSL 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 procedures 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, the police or CEOP.
- The school's access strategy will be designed by educators to suit the age and curriculum requirements of the students, with advice from network managers.
- Filtering on school networks must not be tested by searching for content that is known to be filtered because it is harmful. South West Grid for Learning ([swgfl.org.uk](#)) have created a tool to check whether a school's filtering provider is signed up to relevant lists (CSA content, Sexual Content, Terrorist content Your Internet Connection Blocks Child Abuse & Terrorist Content).

11. Webcams and Surveillance Camera Systems (Incl. CCTV)

The school uses a surveillance camera system for security and safety. People with access to the CCTV system are the Business Operations Manager, the Network Manager and their team, the Site Manager and their team, The Office Manager and their team. Notification of CCTV use is displayed at the front of the school and at various points throughout the building so that individuals are aware that a surveillance camera system is in operation. Staff will refer to the Information Commissioner's Office (ICO) for further guidance and the school surveillance camera system procedures.

In relation to webcams:

- We do not use publicly accessible webcams in school.

12. Managing emerging technologies

Many emerging communications technologies offer the potential to develop new teaching and learning tools, including mobile communications, internet access, collaboration and multimedia tools. We will undertake a risk assessment 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 safe practice 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 Student 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 X (formally known as Twitter) and Tik Tok. 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 student using a phone to video a teacher's reaction in a difficult situation.

We will take steps to 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 students and families; this could be used to communicate a student's absence or send reminders for exam coursework. There are dangers for staff if personal devices or accounts are used to contact students so, we will endeavour to make a school owned phone available if this kind of contact is necessary.

The inclusion of inappropriate language or images is difficult for staff to detect. Students may need reminding that such use is inappropriate and conflicts with school Policy and procedures. Abusive messages should be dealt with under the Behaviour Policy.

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Students will be instructed about safe and appropriate use of personal devices both on and off site in accordance with the school Acceptable Use Agreement/Mobile Phone procedures.

13. Cyber security and resilience

It is vital that the school understand our vulnerabilities in relation to potential cyber-attacks and breaches, regularly review our existing defences and take the necessary steps to protect our networks. As well as having a current and cohesive Cyber Response Plan in place, there are several measures that we can implement to help to improve our IT security and mitigate the risk of a cyber-attack. These measures fall under the 'Identify, Protect and Detect' pillars of effective cyber resilience and are outlined in our cyber security and resilience strategy. A copy of our cyber security strategy is available on request from the school office.

14. Policy Decisions

14.1 Authorising internet access

The school will allocate internet access to staff and students based on educational need. It will be clear who has internet access and who has not. Normally most students will be granted internet access. We will not prevent students from accessing the Internet unless the parents have specifically denied permission or the child is subject to a sanction as part of the Behaviour policy.

- The school will maintain a current record of all staff and students who are granted access to the school's electronic communications.
- All staff will read and sign the Staff Acceptable Use Agreement before using any school ICT resources.
- Parents will be asked to read and sign the School Acceptable Use Agreement for Student access and discuss it with their child, where appropriate.
- Parents will be informed that students will be provided with supervised internet access appropriate to their age and ability.
- When considering access for vulnerable members of the school community (such as with children with special education needs) the school will make decisions based on the specific needs and understanding of the student(s).
- Secondary students will apply for internet access individually by agreeing to comply with the school online safety rules and Acceptable Use Agreement

14.2 Assessing risks

As the quantity and breadth of information available through the Internet continues to grow it is not possible to guard against every undesirable situation. The school will need to address the fact that it is not possible to completely remove the risk that students might access unsuitable materials via the school system.

Risks can be considerably greater where tools are used which are beyond the school's control such as most popular social media sites.

- 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 the LA can accept liability for the material accessed, or any consequences resulting from internet use.
- The school will audit ICT use to establish if the Online Safety Policy and Procedures is adequate and that the implementation of the Online Safety Policy is appropriate – see Appendix B for a sample Online Safety Audit.
- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990 and breaches will be reported to the police using 101 or the appropriate online report form available from our local Constabulary website.
- Methods to identify, assess and minimise risks will be reviewed regularly.

14.3 Responding to incidents of concern

Refer to Section 3 above.

15. Communicating Policy and procedures

15.1 Introducing the Policy and procedures to Students

Many students are very familiar with the culture of mobile and internet use so we try to involve them in development of the School Online Safety Policy, through "student voice" activities like the Student council. As students' perceptions of the risks will vary, the online safety rules will be explained or discussed in an age-appropriate manner.

Online safety pupil and parent/carer engagement programmes we can use include:

- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com

Student induction and ongoing training and education will include:

- Informing that network and internet use will be monitored.
- Establishing an online safety training programme across the school to raise the awareness and highlight the importance of safe and responsible internet use.
- Student instruction regarding responsible and safe use before internet access is given.
- An online safety module will be included in the PSHE, Citizenship and/or ICT programmes covering both safe school and home use.
- Online safety training as part of the transition programme across the Key Stages and when moving between schools or other educational or training settings.
- Accessible Online Safety rules or copies of the Student Acceptable Use Agreement including posters in all rooms with computer/internet access.
- Regular reinforcement of safe and responsible use of the Internet and technology across the curriculum, in all subject areas and extended schools or extra-curricular activities.
- Particular attention paid to Online Safety education where students are considered to be vulnerable.

15.2 Discussing the Policy and procedures with Staff

It is important that all staff feel confident meeting the demands of using ICT appropriately in teaching, administration, and all other aspects of their school and personal life and the School Online Safety Policy and procedures will only be effective if all staff subscribe to its values and methods.

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

Any member of staff who has concerns about any aspect of their own or anyone else's ICT or internet use either on or off site, should discuss this with their line manager. Where concerns are related to children's safeguarding, they should also be reported to the DSL who should follow the Child Protection Policy and procedure for recording and reporting allegations that meet the harm threshold and recording (and in some case reporting i.e., to a contractor's employer) low level concerns that do not.

Consideration is given when members of staff are provided with devices by the school which may be accessed outside of the school network. Staff are made aware of their responsibility to maintain the security and confidentiality of school information.

All staff have a universal duty to understand harms and protect children from them, including online. ICT use is widespread and all staff including administration, midday supervisors, facilities staff, Governors, and volunteers who use it or work with children who use it are included in awareness raising and training.

Induction of all new staff will include:

- A copy of the Online Safety Policy and procedures and a scheduled opportunity to discuss them.
- That internet traffic can be monitored and traced to the individual user, and the importance of having high professional standards and always following current policies and procedures.
- Up-to-date and appropriate staff training in safe and responsible internet use, both professionally and personally.
- Requirement to read, understand and sign relevant Acceptable Use Agreements.
- For staff who manage filtering systems or monitor ICT use: that they will be supervised by the Senior Leadership Team and what the procedures for reporting issues are.
- How the school will promote online tools which staff should use for work purposes, especially with children, and the procedure staff should go through if there is a new tool they want to use.

- That their online conduct out of school could have an impact on their role and reputation in school. Civil, legal, or disciplinary action could be taken if they are found to bring the profession or institution into disrepute, or if something is felt to have undermined confidence in their professional abilities.
- Volunteers will receive an online safety induction based on what staff receive but suitable for the role they have been asked to fulfil.
- When we employ an Early Career Teacher (ECT replacing newly qualified teacher or NQT) or work with trainee teachers the OSL will ensure use of the [UKCIS Online Safety Audit Tool](#) or similar self-assessment with them to help them better understand their role in keeping children safe online and our policy and practice.

15.3 Enlisting Parents' Support

Internet use in students' homes is increasingly widespread. Unless parents are aware of the dangers, students 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.

To engage with parents and carers we will:

- Draw attention to our Online Safety Policy and Procedures in newsletters, and on the school website.
- Advise parents on the details of the school procedure on the use of mobile phones by pupils whilst on school premises and educate pupils about the risks associated with the use of mobile phones both in school and more broadly, and the benefits of a mobile phone-free school environment;
- Advise parents on the details of the school procedure on the use of mobile phones by pupils whilst on school premises and educate pupils about the risks associated with the use of mobile phones both in school and more broadly, and the benefits of a mobile phone-free school environment;
- Encourage a partnership approach to online safety at home and at school which may include offering parent evenings with demonstrations and suggestions for safe home internet use or highlighting online safety at other attended events e.g., parent evenings and sports days.
- Ask parents and carers to read and sign the school Acceptable Use Agreement for younger students and discuss its implications with their children with support to do this offered if required.
- Provide information and guidance for families about online safety in a variety of formats.
- Provide advice on useful resources and websites, filtering systems and educational and leisure activities which include responsible use of the Internet.
- Refer interested parents or carers to organisations listed in the Online Safety Links at Appendix I.
- advise that they check whether their child's use of the Internet elsewhere in the community is covered by an appropriate Acceptable Use Agreement and if they understand the rules

16. Complaints

The school will take all reasonable precautions to ensure online safety. However, owing to the international scale and linked nature of internet content, the availability of mobile technologies and speed of change, it is not possible to guarantee that unsuitable materials will never appear on a school computer or mobile device. Neither the school staff nor the Governing Body/Board of Directors can accept liability for material accessed, or any consequences of internet access.

- Complaints about the misuse of on-line systems will be dealt with under the school's Complaints procedure.
- Complaints about cyberbullying are dealt with in accordance with our Anti-bullying procedures which form part of our Behaviour Policy and procedures.
- Complaints related to child protection are dealt with in accordance with school/LA Child Protection Policy and procedures.
- Any complaints about staff misuse will be referred to the Headteacher.

- All online safety complaints and incidents will be recorded by the school including any actions taken (see Appendix H)

Staff and students are given information about infringements in use and possible sanctions. Sanctions available include:

- Interview/counselling by class teacher/Head of Year/Online Safety Co-ordinator/Headteacher;
- Informing parents;
- Removal of internet or computer access for a period, which could ultimately prevent access to files held on the system, including examination coursework;
- Referral to the police.

Kirkbie Kendal School School - Online Safety - Filtering and Monitoring Arrangements

1. Introduction

The Department for Education's (DfE) statutory guidance '[Keeping Children Safe in Education](#)' obliges schools in England to "ensure appropriate filters and appropriate monitoring systems are in place and regularly review their effectiveness" and they "should be doing all that they reasonably can to limit children's exposure to risks from the school's IT system" however, we will "be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding."

To further support schools to meet digital and technology standards, the DfE have published [Filtering and Monitoring Standards](#). (See 2. Below). In addition to aspects of both filtering and monitoring systems, these standards detail the allocation of roles and responsibilities, and that schools should be checking their filtering and monitoring provision at least annually. Given the extent of personal data involved with some monitoring solutions, we will consider undertaking a [data protection impact assessment](#) and ensure that the adopted monitoring strategy is integrated within our policies and alongside relevant data sharing agreements.

'[Keeping Children Safe in Education](#)' also requires that **all** staff should receive, at induction, appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring). The training will be regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety, including arrangements for filtering and monitoring, empowers the school to protect and educate pupils, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.

contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel our pupils, students or staff are at risk, we will report incidents to the Anti-Phishing Working Group (<https://apwg.org/>).

Filtering and monitoring systems are used to keep pupils safe when using the school's IT system. Filtering systems block access to harmful sites and content. Monitoring systems identify when a user accesses or

searches for certain types of harmful content on school devices (it doesn't stop someone accessing it). The school is then alerted to any concerning content so that appropriate interventions and ultimate responses can be made.

All staff and others who can access school devices will be provided with a copy of the school Code of Conduct on induction which sets out information in relation to the acceptable behaviour standards, including those for use of school devices (either in school or off-site). All staff, pupils (or parents/carers on the child's behalf) and Governors will be required to read and sign the Online Acceptable Use agreement on induction for the use of school devices (either in school or off-site).

2. DfE Filtering and monitoring standards

The DfE published updated guidance in March 2023 which sets out standards that schools should meet in relation to filtering and monitoring. The school will comply with the requirements set out in DfE guidance relating to ['filtering and monitoring standards for schools and colleges'](#), which are summarised in figure 1 below:

Required Outcome	Responsibility	Named responsible individual(s)
Identify and assign a member of the Senior Leadership Team (SLT) to be responsible for ensuring that the standards are met.	Governors	XXXXXX
Identify and assign a Governor to be responsible for ensuring that the standards are met.	Governors	XXXXXX
Identify and assign the roles and responsibilities of staff (e.g. school online safety coordinator, Designated Safeguarding Lead) and third parties (e.g. external service providers).	Governors	XXXXXX
Document decisions about what is blocked or allowed and why.	SLT	XXXXXX
Review the effectiveness of our provision (and provide evidence e.g. communication between technical staff and Designated Safeguarding Leads (DSLs).	SLT	XXXXXX
Oversee reports.	SLT	XXXXXX
Ensuring all staff have received appropriate and up to date training, follow Policies, procedures and processes around online safety and filtering and monitoring.	SLT	
Ensuring all staff act on reports and concerns.	SLT	
Oversee and act on filtering and monitoring reports.	DSL	XXXXXX
Oversee and act on safeguarding concerns.	DSL	XXXXXX
Oversee and act on checks to monitoring systems.	DSL	XXXXXX
Maintain filtering and monitoring systems.	IT service provider	XXXXXX
Provide filtering and monitoring reports.	IT service provider	XXXXXX
Complete actions following concerns or checks to systems.	IT service provider	XXXXXX

Carry out reviews of the filtering and monitoring provision at least annually.	JOINT (Govs, SLT, DSL, and IT provider)
Carry out checks which are informed by the review to ensure systems are working as intended.	JOINT (Govs, SLT, DSL, and IT provider)

Figure 1: Filtering and monitoring standards – summary of requirements.

In order to meet these requirements we will ensure that the following arrangements are in place at the outset.

We will identify and assign roles and responsibilities to manage our filtering and monitoring systems as follows and outlined above:

- A member of SLT and a Governor will be responsible for ensuring the standards are met.
- The roles and responsibilities of individual staff members (e.g. pastoral leads, school online safety coordinator, DSL) and third parties (e.g. external service providers such as IT providers) will be clearly identified.
- The school’s access strategy will be designed by educators to suit the age and curriculum requirements of the pupils, with advice from network managers. All decisions regarding what content is blocked or allowed, and why, will be documented.
- All staff will be given awareness training at induction outlining how our filtering and monitoring systems work. This training will also be included in the annual safeguarding training.

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The Head teacher/DSL works closely together with IT service providers to meet the needs of our setting.

The Head teacher/DSL takes lead responsibility for safeguarding and online safety, in the following areas:

- filtering and monitoring reports;
- safeguarding concerns;
- checks to filtering and monitoring systems.

The Head teacher/IT service provider has technical responsibility for:

- maintaining filtering and monitoring systems;
- providing filtering and monitoring reports;
- completing actions following concerns or checks to systems.

The Head teacher and IT service provider work to:

- procure systems
- identify risk
- carry out reviews
- carry out checks

3. Blocking harmful and inappropriate content

No filtering system can be 100% effective and we understand the coverage of our filtering system, any limitations it has, and take mitigating measures accordingly to minimise harm and to meet our statutory duties outlined in [Keeping Children Safe in Education](#) and the Home Office [Prevent Duty](#).

We will ensure that our filtering system blocks harmful and inappropriate content, including all sites on the [Internet Watch Foundation \(IWF\) list](#), without unreasonably impacting teaching and learning or restricting students from learning how to assess and manage risk themselves. As a minimum we will ensure that our filtering system manages the following content (and web search)

Content	Explanatory notes – content that:
Discrimination	Promotes the unjust or prejudicial treatment of people with protected characteristics of the Equality Act 2010.
Drugs / Substance abuse	Displays or promotes the illegal use of drugs or substances.
Extremism	Promotes terrorism and terrorist ideologies, violence or intolerance.
Gambling	Enables gambling.
Malware / Hacking	Promotes the compromising of systems including anonymous browsing and other filter bypass tools as well as sites hosting malicious content.
Pornography	Displays sexual acts or explicit images.
Piracy and copyright theft	Includes illegal provision of copyrighted material.
Self-Harm	Promotes or displays deliberate self-harm (including suicide and eating disorders).
Violence	Displays or promotes the use of physical force intended to hurt or kill.

Figure 2: Filtering systems - inappropriate online content (reproduced from UKSIC guidance)

In order to ensure that our filtering system blocks harmful and inappropriate content the following arrangements will apply:

- the Governing Body will support SLT to procure and set up systems which meet this standard and the risk profile of the school;
- we will follow the guidance set out for schools by the UK Safer Internet Centre (UKSIC) on [‘Appropriate Filtering for Education Settings’](#) to inform our approach to establishing appropriate levels of filtering;
- we will ensure that our filtering provider is a member of the [Internet Watch Foundation](#); is signed up to the Counter-Terrorism Internet Referral Unit list (CTIRU) and blocks access to illegal content including child sexual abuse material (CSAM);
- we will ensure that our filtering system is operational, up to date and applied to all users (including guest user accounts); school owned devices and devices using the school broadband connection;
- our filtering provider will be asked for system specific training and support for the DSL and IT staff as required;
- we will regularly check that our filtering system remains current by using the [internet filter test tool](#) created and hosted by South West Grid for Learning ([swgfl.org.uk](#))

4. Filtering

For filtering to be effective, it should meet the needs of both pupils and staff and reflect specific use of technology whilst minimising potential harms. An active and well managed filtering system is an important part of providing a safe environment for pupils to learn.

Our filtering system:

- filters all internet feeds, including any backup connections;
- is age and ability appropriate for the users, and is suitable for our setting;
- handles multilingual web content, images, common misspellings and abbreviations;
- identifies technologies and techniques that allow users to get around the filtering such as VPNs and proxy services and blocks them;
- provides alerts when any web content has been blocked;

It is important to be able to identify individuals who might be trying to access unsuitable or illegal material so they can be supported by appropriate staff, such as a member of SLT and/or the DSL.

Our filtering systems allow us to identify the:

- device name or ID, IP address, and where possible, the individual
- time and date of attempted access
- search term or content being blocked

The school has a clear procedure for reporting breaches of filtering. All members of the school community (all staff and all pupils) will be made aware of this procedure. If staff or pupils discover unsuitable sites, the URL will be reported to the school Online Safety Coordinator who will then record the incident and escalate the concern as appropriate. Any material that the school believes is illegal will be reported to appropriate agencies such as IWF, the Police or CEOP.

In this school we use Google Safe Search and OpenDNS Family safe DNS filtering to provide an additional level of protection for users on top of the existing filtering service.

5. Monitoring

We will employ effective monitoring strategies that meet the safeguarding needs of our school. Whilst we recognise that no monitoring can be 100% effective, we will ensure that, as a minimum, our monitoring system covers the following content:

Content	Explanatory notes – content or communications that:
Illegal	Is illegal (e.g. Child abuse images and terrorist content). It is important that safeguards for illegal content cannot be disabled by the user.
Bullying	Involve the repeated use of force, threat or coercion to abuse, intimidate or aggressively dominate others.
Child Sexual Exploitation	Is encouraging the child into a coercive/manipulative sexual relationship. This may include encouragement to meet.
Discrimination	Promotes the unjust or prejudicial treatment of people with protected characteristics of the Equality Act 2010.
Drugs/Substance abuse	Displays or promotes the illegal use of drugs or substances.
Extremism	Promotes terrorism and terrorist ideologies, violence or intolerance.
Gambling	Enables gambling.
Pornography	Displays sexual acts or explicit images.
Self-Harm	Promotes or displays deliberate self-harm (including suicide and eating disorders).
Violence	Displays or promotes the use of physical force intended to hurt or kill.
Suicide	Suggest the user is considering suicide.

Figure 3: Monitoring systems - inappropriate content (reproduced from UKSIC guidance)

In order to achieve this, the following arrangements will apply.

- We will follow the guidance set out for schools by the UK Safer Internet Centre on '[Appropriate Monitoring for Schools](#)' to inform our monitoring strategy.
- The Governing Body will support the SLT to make sure effective device monitoring is in place which meets this standard and the risk profile of the school.

- the DSL will take lead responsibility for any safeguarding and child protection matters that are picked up through monitoring.
- Training will be provided to ensure that the specialist knowledge of both safeguarding and IT staff remains current.
- Staff will provide effective supervision, take steps to maintain awareness of how devices are being used by pupils/others and report any safeguarding concerns to the Head teacher/DSL.

Monitoring user activity on school devices is an important part of providing a safe environment for children and staff. Unlike filtering, it does not prevent users from accessing material through internet searches or software.

Monitoring allows the school to review user activity on our devices. For monitoring to be effective it must pick up incidents urgently, usually through alerts or observations, allowing us to take prompt action and record the outcome.

Our monitoring strategy is informed by the filtering and monitoring review. A variety of monitoring strategies are required to minimise safeguarding risks on internet connected devices and include:

- physically monitoring by staff watching screens of users;
- live supervision by staff on a console with device management software;
- network monitoring using log files of internet traffic and web access;
- individual device monitoring through software or third-party services.

The Governing Body/Board of Trustees/Local Advisory Board support SLT to review the effectiveness of our monitoring strategies and reporting process. We will always make sure that incidents are urgently picked up, acted on and outcomes are recorded. Incidents could be of a malicious, technical, or safeguarding nature. It is clear to all staff how to deal with these incidents and who should lead on any actions.

Device monitoring is managed by the Head teacher/DSL and in-house IT staff, they will:

- ensure monitoring systems are working as expected;
- provide reporting on pupil device activity at intervals to be determined by the school;
- receive safeguarding training including online safety;
- record and report safeguarding concerns to the DSL;

Those involved will also ensure that:

- monitoring data is received in a format that staff can understand;
- users are identifiable to the school, so concerns can be traced back to an individual, including guest accounts.

Our monitoring system will alert us to behaviours associated with the 4c's as outlined in Section 1 – Introduction – above.

6. Review of filtering and monitoring

The Governing body/Trustees have overall strategic responsibility for meeting the standard which relates to the review of filtering and monitoring. They should make sure that filtering and monitoring provision is reviewed at least annually and may form part of a wider online safety review. Tools such as the SWGfL [360 degree safe](#) self-review tool or the [LGFL Online Safety Audit](#), will help to ensure that filtering and monitoring are working as expected across all devices, including mobile devices.

Reviews of filtering and monitoring are carried out to identify our current provision, any gaps, and the specific needs of any pupils and staff.

Prior to undertaking the review, we will consider the following:

- the risk profile of our pupils, including their age range, pupils with special educational needs and disability (SEND), pupils with English as an additional language (EAL);

- what our filtering system currently blocks or allows and why;
- any outside safeguarding influences, such as county lines;
- any relevant safeguarding reports;
- the digital resilience of our pupils;
- teaching requirements, for example, our RHSE and PSHE curriculum;
- the specific use of our chosen technologies, including Bring Your Own Device (BYOD);
- the related safeguarding or technology Policies we already have in place;
- the checks that are currently taking place and how resulting actions are handled.

As a result, and to ensure it remains effective, our review of filtering and monitoring will inform:

- related safeguarding or technology policies and procedures;
- roles and responsibilities;
- any gaps in training for staff;
- curriculum and learning opportunities;
- procurement decisions;
- how often and what is checked;
- monitoring strategies.

Although the DfE standards recommended that the review of the filtering and monitoring systems is undertaken at least annually, we will also consider a review when:

- a safeguarding risk is identified;
- there is a change in working practice, like remote access or BOYD;
- new technology is introduced.

As part of the review process, there are a number of external tools which can be used to support the school:

- [SWGfL 360 degree safe toolkit](#)
- [LGFL Online Safety Audit](#)
- UKCIS (UK Centre for Internet Safety) '[Questions from the governing board](#)'
- UKCIS [Online Safety Audit Tool for trainee and early career teachers](#)
- UKCIS '[External visitors guidance](#)'

The review is conducted by the Head teacher/DSL and the IT service provider and, where necessary the responsible governor will be involved. The results of the online safety review will be recorded on the [SWGFL Filtering and Monitoring Checklist Register](#) (or similar), actioned and shared with staff as appropriate and made available to those entitled to inspect that information.

Reviews may be conducted more frequently if a safeguarding risk is identified (as outlined above), or there is a change in working practice (e.g. remote access or BOYD) or if new technology is introduced. Changes to the school filtering procedures will be [risk assessed](#) by staff with educational and technical experience prior to any changes and where appropriate with consent from the SLT. The outcomes from all filtering and monitoring reviews will be recorded.

We will undertake checks of our filtering provision the regularity of which will be based on the context, the risks highlighted in the filtering and monitoring review and any other risk assessments. Any checks will be undertaken from both a safeguarding and IT perspective. We can also make use of the [South West Grid for Learning filtering testing tool](#) which checks that our filtering system is blocking access to illegal child sexual abuse material; unlawful terrorist content; and adult content.

When checking our filtering and monitoring systems, we will ensure that the system setup has not changed or been deactivated and the checks will include a range of:

- school owned devices and services (for both pupils and staff), including those used off site;
- implications in relation to geographical areas across the school site;
- user groups, e.g. teachers, pupils and guests.

Records will be held in the form of a [System filtering and monitoring checks record/log](#) so that they can be reviewed. Our record/log will include:

- when the checks took place;
- who did the check;
- what they tested or checked;
- resulting actions.

Checks (termly) might include any or all of the following:

- settings and updates on for example Google for Education and Microsoft systems;
- all in-school staff device password and log-on checks, including those which are used in the home environment;
- pupil and staff account compliance checks;
- maintenance of subscriptions and licences;
- revision and review of policies and procedures.

7. Reporting safeguarding and technical concerns

All staff are aware of the reporting mechanisms in place for reporting concerns about safeguarding and technical issues. Staff are advised to report if:

- they witness or suspect unsuitable material has been accessed;
- they can access unsuitable material;
- they are teaching topics which could create unusual activity on the filtering logs ;
- there is failure in the software or abuse of the system;
- there are perceived unreasonable restrictions that affect teaching and learning or administrative tasks;
- they notice abbreviations or misspellings that allow access to restricted material.

8. Filtering and monitoring resource list / sources of further information

[DfE Keeping children Safe in Education](#)

[DfE Broadband internet standards for schools and colleges](#)

[DfE Filtering & monitoring standards for schools and colleges](#)

[DfE Cyber security standards for schools and colleges](#)

[LGfL Free Training on Filtering and Monitoring](#)

[LGfL Online Safety Audit Toolkit](#)

[Smoothwall Benchmarking Your Digital Safeguarding - Strategies for Ofsted](#)

[SWGfL Filtering and Monitoring Checklist Register](#)

[SWGfL 360o Safe - Online safety review tool](#)

[UKSIC Guidance on Appropriate Filtering](#)

[UKSIC Guidance on Appropriate Monitoring](#)

[UKSIC Online safety in schools and colleges: Questions from the Governing Board 2022](#)

[UKSIC Webinar: Introduction to Filtering & Monitoring](#)

[UKSIC Webinar: Overview of Filtering & Monitoring Standards](#)

[UKSIC Webinar: Filtering & Monitoring Systems - Assessing Risk](#)

[UKSIC Webinar: Filtering & Monitoring Safeguards](#)

[UKSIC Webinar: Filtering & Monitoring Responsibilities & Documenting](#)

KIRKBIE KENDAL SCHOOL ONLINE SAFETY AUDIT

This self-audit should be completed by the member of the Senior Leadership Team (SLT) responsible for Online Safety (OS). Staff that could contribute to the audit include: Designated Safeguarding Lead, SENCO, Online Safety Lead, Online Safety Coordinator, Network Manager and Headteacher.

Does the school have an Online Safety Policy and Procedures	YES/NO
Date of latest update:	
Date of future review:	
The Policy and Procedures was agreed by Governors on:	
The Policy and procedures are available for staff to access at:	
The Policy and procedures are available for parents to access at:	
The responsible member of the Senior Leadership Team is:	
The Governor responsible for Online Safety is:	
The Designated Safeguarding Lead is:	
The Online Safety Co-ordinator is:	
The Remote Education Lead is:	
Were all stakeholders (eg, students, staff and parents) consulted when updating the Policy and Procedures?	YES / NO
Has up-to-date Online Safety training been provided for all members of staff? (not just teaching staff)	YES / NO
Do all members of staff sign an Acceptable Use Agreement on appointment?	YES / NO
Are all staff made aware of the school's expectation around safe and professional online behaviour?	YES / NO
Is there a clear procedure for staff, students and parents to follow when responding to or reporting an online safety incident of concern?	YES / NO
Have online safety materials from CEOP, Childnet and UKCIS etc. been obtained?	YES / NO
Is online safety training provided for all students (appropriate to age and ability and across all Key Stages and curriculum areas)?	YES / NO
Are online safety rules displayed in all rooms where computers are used and expressed in a form that is accessible to all students?	YES / NO
Do parents or students sign an Acceptable Use Agreement?	YES / NO
Are staff, students, parents and visitors aware that network and internet use is closely monitored and individual usage can be traced?	YES / NO
Has an ICT security audit been initiated by SLT?	YES / NO
Is personal data collected, stored and used according to the principles of the Data Protection Act 2018?	YES / NO
Is internet access provided by an approved educational internet service provider which complies with DfE requirements?	YES / NO
Has the school filtering been designed to reflect educational objectives and been approved by SLT?	YES / NO
Are members of staff with responsibility for managing filtering, network access and monitoring systems adequately supervised by a member of SLT?	YES / NO
Does the school log and record all online safety incidents, including any action taken?	YES / NO

Are the Governing Body and SLT monitoring and evaluating the school Online Safety Policy and Procedures on a regular basis?	YES / NO
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APPENDIX C

RESPONSIBLE INTERNET USE SECONDARY SCHOOLS

Rules for Staff and Students

The computer system is owned by the school. This Responsible Internet Use statement helps to protect students, staff and the school by clearly stating what use of the computer resources is acceptable and what is not.

- Irresponsible use may result in the loss of Internet access.
- Network access must be made via the user's authorised account and password, which must not be given to any other person.
- School computer and Internet use must be appropriate to the student's education or to staff professional activity.
- Copyright and intellectual property rights must be respected.
- Email should be written carefully and politely, particularly as messages may be forwarded or printed and be seen by unexpected readers.
- Users are responsible for email they send and for contacts made.
- Anonymous messages and chain letters are not permitted.
- The use of chat rooms is not allowed.
- The school ICT systems may not be used for private purposes, unless the Headteacher has given permission for that use.
- Use for personal financial gain, gambling, political purposes or advertising is not permitted.
- ICT system security must be respected; it is a criminal offence to use a computer for a purpose not permitted by the system owner.

The school may exercise its right to monitor the use of the school's computer systems, including access to web-sites, the interception of email and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system may be taking place, or the system may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

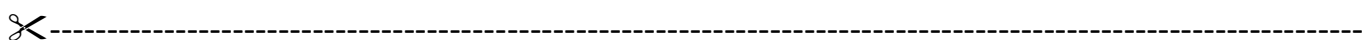
APPENDIX D

STUDENT ICT ACCEPTABLE USE AGREEMENT

- I will only use Information and Communication Technologies (ICT) systems in school, including the internet, email, digital video, mobile technologies, etc. for educational purposes.
- I will only log on to school ICT systems and resources with my own username and password. I will not share them, nor will I try to use any other person's username or password.
- I will follow the school's ICT security system rules and not reveal my passwords to anyone and change them regularly.
- I will only use my school email address for educational purposes. I will check my email regularly and carry out routine "housekeeping" of my email messages.
- I will not give out my personal information or that of others such as name, phone number or address. I will not arrange to meet someone unless this is part of a school project approved by my teacher.
- I will make sure that all ICT communications with students, teachers or others is responsible, polite and sensible. I will not use strong, aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will 'log off' when leaving a computer, treat the computer with respect and not modify it or the software on it.
- I will be responsible for my behaviour when using the Internet. This includes resources I access and the language I use.
- I will only save files to the network that are related to schoolwork. I will not use filenames that could be considered offensive.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it online.
- I am aware that when I take images of students and/or staff, that I must only store and use these for school purposes and in line with school procedures and must never distribute these outside the school network without the permission of all parties involved, including in school breaks and all occasions when you are in school uniform or when otherwise representing the school.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, students or others distress or bring the school community into disrepute, including through uploads of images, video, sounds or texts.
- I understand that I am responsible for my actions, both in and out of school and that the school has the right to take action against me if I am involved in incidents of inappropriate behaviour that are covered in this agreement when I am out of school and where they involve my membership of the school community (eg, cyberbullying, use of images or personal information etc.)
- I understand that the school ICT systems are primarily intended for educational use and that I will not use the systems for personal or recreational use unless I have permission to do so.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- When I am using the Internet to find information, I should take care to check that the information that I access is accurate as I understand that the work of others may not be truthful and may be a deliberate attempt to mislead me.
- I will always respect the privacy and ownership of others' work online and will not access, copy, remove or otherwise alter any other user's files without the owner's knowledge and permission. Where work is protected by copyright, I will not try to download copies (including music and videos).

- I understand the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will I try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will only use my personal hand-held/external devices (USB devices) in school if I have permission. I understand that, if I do use my own devices in school, I will follow the rules set out in this agreement, in the same way as if I was using school equipment.
- I will immediately report any damage or faults involving equipment or software; however, this may have happened.
- I will not open any attachments to emails unless I know and trust the person or organisation that sent the email due to the risk of the attachment containing a virus or other harmful programme.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings.
- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent may be contacted and any illegal activities will be reported to the police.
- If, as a year 12 or 13 student, I am given permission to use my own laptop connected to the school network, I will accept full liability for personal equipment and accept that the laptop will only access the internet. I must have my own up to date virus and internet security scanning software, a supported version of Microsoft Windows or on a Mac at least the Bigsur version of iOS to be allowed access. I will allow the Network Manager or ICT technicians access to the laptop with administrative permissions on request. I accept the school will setup the WIFI and all aspects of this policy still apply while using my laptop in school. I will not use my laptop to attempt to bypass existing network security systems in any way. Access via other mobile technology is not permitted.
- I will only use the email account supplied to me by the school and I accept that this will be used for educational purposes only. I will not attempt to access any other email account whilst using the school facilities. If I ever receive any abuse via email, I will report it directly to cybersupport@kksa.co.uk

Please complete the sections below to show that you have read, understood and agree to the rules included in the Acceptable Use Agreement. If you do not sign and return this Agreement, access will not be granted to the school ICT system.



Student ICT Acceptable Use – Student and Parent/Carer Agreement

Dear Parent/Carer

ICT including the Internet, learning platforms, email and mobile technologies and online resources have become an important part of learning in our school. We expect all students to be safe and responsible when using any ICT. It is essential that students are aware of online safety and know how to stay safe when using any ICT.

Students are expected to read and discuss this agreement with their parent and then to sign and follow the terms of the agreement. Any concerns or explanation can be discussed with their class teacher or Mr Bousfield.

I have read, understood and agree to follow the terms of this Acceptable Use Agreement when:

- I use the school ICT systems and equipment (both in and out of school)
- I use my own equipment in school (when allowed) eg, camera, PDA, USB stick, etc.
- I use my own equipment out of school in a way that is related to me being a member of this school eg, communicating with other members of the school, accessing school email, VLE, website etc.

Name of Student:		Class/Year Group:	
Parent Signature		Date	
Student Signature		Date	

Thank you for your continued support,

Mark Harris, Headteacher

SOCIAL NETWORKING SITES

GUIDANCE FOR PARENTS/CARERS

The permitted minimum age to use the site is 13, according to the site terms and conditions.

Our school is committed to promoting the safe and responsible use of the Internet and as such we feel it is our responsibility to raise this particular issue as a concern. Whilst children cannot access Facebook or other social networking sites at school, they could have access to it on any other computer or mobile technology. Websites such as Facebook offer amazing communication and social connections, however they are created with their audience in mind and this is specifically 13 years old. Possible risks for children under 13 using the site may include:

- Facebook use 'age targeted' advertising and therefore your child could be exposed to adverts of a sexual or other inappropriate nature, depending on the age they stated they were when they registered;
- Children may accept 'friend requests' from people they don't know in real life which could increase the risk of inappropriate contact or behaviour;
- Language, games, groups and content posted or shared on Facebook is not moderated, and therefore can be offensive, illegal or unsuitable for children;
- Photographs shared by users are not moderated and therefore children could be exposed to inappropriate images or even post their own;
- Underage users might be less likely to keep their identities private and lying about their age can expose them to further risks regarding privacy settings and other options;
- Facebook could be exploited by bullies and for other inappropriate contact;
- Facebook cannot and does not verify its members therefore it is important to remember that if your child can lie about who they are online, so can anyone else!

We feel that it is important to point out to parents/carers the risks of underage use of such sites, so you can make an informed decision as to whether to allow your child to have a profile or not. These profiles will have been created away from school and sometimes by a child, their friends, siblings or even parents. We will take action (such as reporting aged profiles) if a problem comes to our attention that involves the safety or wellbeing of a student.

Should you decide to allow your child to have a Facebook profile we strongly advise you to:

- Check their profile is set to private and that only 'friends' can see information that is posted;
- Monitor your child's use and talk to them about safe and appropriate online behaviour such as not sharing personal information and not posting offensive messages or photos;
- Have a look at the advice for parents/carers from Facebook and CEOP
www.facebook.com/clickceop
<https://en-gb.facebook.com/safety>;
- Set up your own profile so you understand how the site works and ask them to add you as a friend on their profile so you can keep track of what they are posting online;
- Make sure your child understands the following rules:
 - Always keep your profile private;
 - Never accept friends you don't know in real life;
 - Never post anything which could reveal your identity;
 - Never post anything you wouldn't want your parents to see;
 - Never agree to meet someone you only know online without telling a trusted adult;
 - Always tell someone if you feel threatened or someone upsets you.

We recommend that all parents/carers visit the CEOP ThinkUKnow website for more information on keeping your child safe online.

STAFF/VOLUNTEER ICT ACCEPTABLE USE AGREEMENT

The use of Information and Communication Technologies (ICT) and personal data such as email, the Internet and mobile devices are an expected part of daily working life in school. This Agreement is designed to ensure that all staff and volunteers are aware of their responsibilities when using any form of ICT. It applies to any ICT used in school to the use of school ICT systems and equipment out of school and the use of personal equipment in school or in situations related to their employment by the school. All staff and volunteers (where they are using technology in school or in connection with the work of school) are expected to sign this Agreement and always adhere to its content. Any concerns or clarification should be discussed with Mike Bousfield (Online Safety Lead) or Mark Harris (Headteacher).

This Acceptable Use Agreement is intended to ensure that:

- staff and volunteers are responsible users and stay safe while using technologies for educational, personal and recreational use;
- school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk;
- staff are protected from potential risk from the use of ICT in their everyday work and work to ensure that the children or young people in their care are safe users.

Acceptable Use Agreement

I understand that I must use school ICT systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the ICT systems and other users.

Keeping Safe

- I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available, on request, to my Line Manager or Headteacher.
- I will only use my own usernames and passwords which I will choose carefully so they cannot be guessed easily. I will also change the passwords on a regular basis.
- I will not use any other person's username and password.
- I will not give out my own personal details, such as mobile phone number, personal email address, personal Twitter account, or any other social media link, to students.
- I will ensure that my data is regularly backed up.
- I will ensure that I 'log off' after my network session has finished.
- If I find an unattended machine logged on under another user's username, I will **not** continue using the machine – I will 'log off' immediately.
- I will ensure that my online activity, both in school and outside school, will not bring my professional role or the school into disrepute.
- I will not accept invitations from school students to add me as a friend to their social networking sites, nor will I invite them to be friends on mine.

As damage to professional reputations can inadvertently be caused by quite innocent postings or images, I will also be careful with who has access to my pages through friends and friends of friends, especially with those connected with my responsibilities at the school, such as parents and their children.

- I understand that data protection requires that any personal data that I have access to must be kept private and confidential, except when it is deemed necessary that I am required by law or by school procedures to disclose it to an appropriate authority.
- I will only transport, hold, disclose or share personal information about myself or others as outlined in the school personal data guidelines. I will where possible not send personal information by email.
- Where personal data is transferred outside the secure school network, it must be encrypted. Personal data can only be taken out of school or accessed remotely when authorised, in advance, by the Headteacher or Governing Body. Personal or sensitive data taken off site in an electronic format must be encrypted, eg, on a password secured laptop or memory stick. Staff leading a trip are expected to take relevant Student information with them, but this must always be held securely.
- I will ensure that any private social networking sites/blogs etc. that I create, or actively contribute to:
 - do not reveal confidential information about the way the school operates;

- are not confused with my school responsibilities in any way;
- do not include inappropriate or defamatory comments about individuals connected with the school community;
- support the school's approach to online safety which includes not uploading or posting to the Internet any pictures, video or text that could upset, offend or threaten the safety of any member of the school community or bring the school into disrepute;

- I will not try to bypass the filtering and security systems in place.
- I will only use my personal ICT in school for permissible activities and I will follow the rules set out in this agreement. I will ensure that any such devices are protected by up to date anti-virus software and are free from viruses.
- I will reboot my school provided laptop at least once a month to keep it up to date and secure.

Promoting Safe Use by Learners

- I will support and promote the school's Online Safety, Data Protection and Behaviour Policies and help students to be safe and responsible in their use of ICT and related technologies.
- I will model safe use of the Internet in school.
- I will educate young people on how to use technologies safely according to the school teaching programme.
- I will take immediate action in line with school procedures if an issue arises in school that might compromise a learner, user or school safety or if a student reports any concerns.

Communication

- I will only use the school's email/Internet/Intranet/Learning Platform and any related technologies for professional purposes or for uses deemed 'acceptable' by the Headteacher or Governing Body.
- I will communicate on-line in a professional manner and tone; I will not use aggressive or inappropriate language and I appreciate that others may have different opinions. Anonymous messages are not permitted.
- I will not engage in any on-line activity that may compromise my professional responsibilities.
- I will not use language that could be calculated to incite hatred against any ethnic, religious or other minority group.
- I will only communicate with students and parents using the school's approved, secure email system(s). Any such communication will be professional in tone and manner.
- I am aware that any communication could be forwarded to an employer or Governors.
- I will only use chat and social networking sites that are approved by the school.
- I will not use personal email addresses on the school ICT systems unless I have permission to do so.

Research and Recreation

- I will not browse, upload, download, distribute or otherwise access any materials which are illegal, discriminatory or inappropriate or may cause harm or distress to others.
- I will not (unless I have permission) make large downloads or uploads that might take up internet capacity.
- I know that all school ICT is primarily intended for educational use and I will only use the systems for personal or recreational use if this is allowed by the school.

Sharing

- I will not access, copy, remove or otherwise alter any other user's file, without their permission.
- I will always respect the privacy and ownership of others' work online and will not access, copy, remove or otherwise alter any other user's files without the owner's knowledge and permission, and will credit them if I use it.
- Where work is protected by copyright, I will not download or distribute copies (including music and videos). If I am unsure about this, I will seek advice.
- Images of students and/or staff will only be taken, stored and used for professional purposes using school equipment in line with school procedures.
- I will only take images/video of students and staff where it relates to agreed learning and teaching activities and will ensure I have parent/staff permission before I take them.
- If images are to be published online or in the media, I will ensure that parental/staff permission allows this.
- I will not use my personal equipment to record images/video unless I have permission to do so from the Headteacher or other Senior Manager.

- I will not keep images and/or videos of students stored on my personal equipment unless I have permission to do so. If this is the case, I will ensure that these images cannot be accessed or copied by anyone else or used for any purpose other than that for which I have permission.
- Where these images are published (eg, on the school website/prospectus), I will ensure that it is not possible to identify the people who are featured by name or other personal information.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community.

Buying/Selling/Gaming

- I will not use school equipment for on-line purchasing, selling or gaming unless I have permission to do so.

Problems

- I will immediately report any illegal, inappropriate or harmful material or incident I become aware of, to the Online Safety Co-ordinator or Headteacher.
- I will not install any hardware or software on a computer or other device without permission of the Network Manager.
- I will not try to alter computer settings without the permission of the Network Manager.
- I will not cause damage to ICT equipment in school.
- I will immediately report any damage or faults involving equipment or software; however, this may have happened.
- I will not open any attachments to emails, unless the source is known and trusted, due to the risk of the attachment containing viruses or other harmful programmes.
- I understand this forms part of the terms and conditions set out in my contract of employment.
- I understand that if I fail to comply with this Acceptable Use Agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors / Directors and / or the Local Authority and in the event of illegal activities the involvement of the police.

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Staff/Volunteer ICT Acceptable Use Agreement

I will use the school network in a responsible way and observe all the restrictions as explained in the staff ICT Acceptable Use Agreement. I agree to use ICT by these rules when:

- ✓ I use school ICT systems at school, at home, or in other public or private spaces when I have permission to do so.
- ✓ I use my own ICT (where permitted) in school.
- ✓ I use my own ICT out of school to access school sites or for activities relating to my work or volunteering for school.

Staff/Volunteer Name			
Job Title (where applicable)			
Signed		Date:	

GOVERNOR ICT ACCEPTABLE USE AGREEMENT

The use of Information and Communication technologies (ICT - and personal data) such as email, the Internet, and mobile devices may all be an expected part of school governance. This Agreement is designed to ensure that all Governors are aware of their responsibilities when using any form of ICT as it relates to their role in this school. It applies to any ICT used in school, to the use of school ICT systems and equipment out of school and the use of personal equipment in school or in situations related to school governance. All Governors (where they are using technology in relation to their role) are expected to sign this Agreement and always adhere to its contents. Any concerns or clarification should be discussed with Mike Bousfield (Online Safety Lead) or Mark Harris (Headteacher).

This Acceptable Use Agreement is intended to ensure that:

- Governors are responsible users and stay safe while using technologies for educational, personal and recreational use;
- school ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk;
- Governors are protected from potential risk from the use of ICT.

School networked resources, including Computers, Laptops, SIMS and Google Workspace, are intended for educational purposes and may only be used for legal activities consistent with the rules of the school. If you make a comment about the school, you must state that it is an expression of your own personal view. Any use of the network that would bring the name of the school into disrepute is not permitted.

All users are required to follow the conditions laid down in the Agreement. Any breach of these conditions may lead to withdrawal of the user's access, monitoring and/or retrospective investigation of the user's use of the services, and in some instances could lead to criminal prosecution.

Personal Responsibility

- Users are responsible for their behaviour and communications.
- Governors are expected to use the resources for the purposes for which they are made available.
- It is the responsibility of the user to take all reasonable steps to ensure compliance with the conditions set out in this Agreement, and to ensure that unacceptable use does not occur.
- Users will accept personal responsibility for reporting any misuse of the network to the Headteacher/Chair of Governors.

Keeping Safe

- I will not reveal any personal information (eg, home address, telephone number, social networking details) of other users to any unauthorised person.
- I will not give out my own personal details, such as mobile phone number, personal email address, personal Twitter account, or any other social media link, to students.
- I will only use my own usernames and passwords which I will choose carefully so they cannot be guessed easily. I will also change the passwords on a regular basis and always where I think someone may have learned my password.
- I will not use any other person's username and password or, where they are known, pass the details to any other individual.
- I will not attempt to access other users' files or folders.
- I will ensure that I 'log off' after my network session has finished.
- If I find an unattended machine logged on under another user's username, I will **not** continue using the machine – I will 'log off' immediately.
- I will not attempt to visit websites that might be considered inappropriate or illegal. I am aware that downloading some material is illegal and the police or other authorities may be called to investigate such use.
- I will report any accidental access, receipt of inappropriate materials or filtering breaches/unsuitable websites to the Headteacher as soon as I become aware of the access/receipt.
- I will not accept invitations from students to add me as a friend to their social networking sites, nor will I invite them to be friends on mine.

As damage to professional reputations can inadvertently be caused by quite innocent postings or images, I will also be careful with who has access to my pages through friends and friends of friends, especially with those connected with my responsibilities as a Governor at the school, such as parents and their children.

- I will ensure that any private social networking sites/blogs etc. that I create, or actively contribute to:
 - Do not reveal confidential information about the way the school operates
 - Are not confused with my school responsibilities in any way.

Promoting Safe Use by Learners

- I will support and promote the school's Online Safety and Data Security Policies and procedures and help students be safe and responsible in their use of the Internet and related technologies.

Communication

- I will not create, transmit, display or publish any material that is likely to harass, cause offence, inconvenience or needless anxiety to any other person or bring the school into disrepute.
- I will use appropriate language – I will remember that I am a representative of the school on a global public system. Illegal activities of any kind are strictly forbidden.
- I will not use language that could be calculated to incite hatred against any ethnic, religious or minority group.
- I am aware that email is not guaranteed to be private. Messages relating to or in support of illegal activities will be reported to the Headteacher. Anonymous messages are not permitted.
- I will not send or publish material that violates the Data Protection Act or breaches the security this Act requires for personal data, including data held in SIMS
- I will not receive, send or publish material that violates copyright law. This includes materials sent/received using Video Conferencing or Web Broadcasting.
- I will ensure that any personal data (where the Data Protection Act applies) that is sent over the Internet (or taken off-site in any other way) will be encrypted.

Sharing

- I will not use personal digital cameras or camera phones for creating or transferring images of children or young people without the express permission of the school leadership team.

General Equipment Use

- I will not use the network in any way that would disrupt the use of the network by others.
- I will not use 'USB drives', portable hard-drives, tablets or personal laptops on the network without having them 'approved' by the school and checked for viruses.
- I will not download any unapproved software, system utilities or resources from the Internet that might compromise the network or are not adequately licensed.
- I will not attempt to harm or destroy any equipment or data of another user or network connected to the school system.
- I understand that I must comply with the Acceptable Use Agreement of any other network which is accessed via the school network.

Users of the school network are expected to inform the Headteacher/Network Manager immediately if a security problem is identified and should not demonstrate this problem to other users. Files held on the school's network will be regularly checked and monitored. Users identified as a security risk will be denied access to the network.

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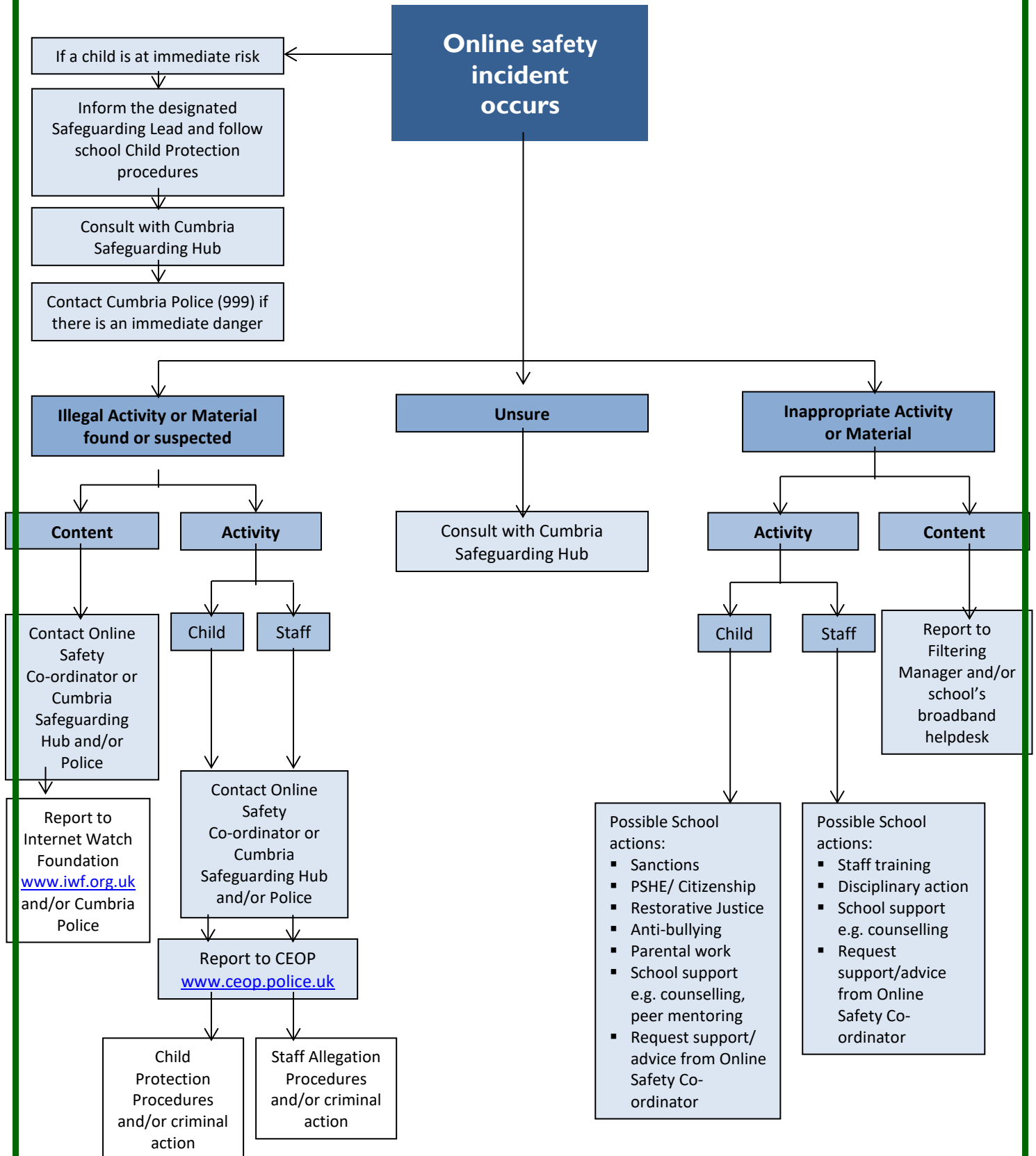
Governor User Acceptable Use Agreement

As a school user of the network resources, I agree to follow the school rules (set out above) on its use. I will use the network in a responsible way and observe all the restrictions explained in the school Online Safety Policy and Procedures and Acceptable Use Agreement. If I am in any doubt, I will consult the Headteacher.

If I do not follow the rules, I understand that this may result in loss of access to these resources as well as other disciplinary action. I realise that Governors under reasonable suspicion of misuse in terms of access or content may be placed under retrospective investigation or have their usage monitored.

Governor Name			
Signed		Date:	

RESPONSE TO AN INCIDENT OF CONCERN



Review school Online Safety Policy and Procedures; record actions in Online Safety incident log and implement any changes in the future.

APPENDIX I

ONLINE SAFETY LINKS

This list provides links to relevant government guidance and a range of national organisations who can offer support to schools.

Related guidance is available on:

- [relationships and sex education \(RSE\) and health education](#)
- [national curriculum in England computing programmes of study](#)
- [national curriculum in England citizenship programmes of study](#)

Support and resources are also available from:

- [National Centre for Computing Education \(NCCE\)](#)
- [UK Council for Internet Safety](#)
- [UK Safer Internet Centre \(UKSIC\)](#)
- [Education for a Connected World](#)
- [CEOP](#) (Child Exploitation and Online Protection Centre)
- [CEOP Education Programme](#) (Thinkuknow.co.uk)
- [Cumbria Safeguarding Children Partnership](#) (Cumbria SCP)
- [Information Commissioner's Office \(ICO\)](#)
- [Teaching online safety in schools](#)
- [The PREVENT Duty – DfE non-statutory Departmental advice for Schools and Childcare Providers](#)
- [How social media is used to encourage travel to Syria and Iraq: briefing note for schools](#) – Home Office advice
- [Internet Watch Foundation \(IWF\)](#)
- [Smoothwall](#)

Schools can also get advice from national organisations such as:

- [Anti-Bullying Alliance](#)
- [Association for Citizenship Teaching](#)
- [The Diana Award](#)
- [DotCom Charity](#)
- [Hopes and Streams](#)
- [Internet Matters](#)
- [NSPCC learning](#)
- [Parent Zone's school resources](#)
- [PSHE Association](#)
- [SWGfL](#)
- [Better Internet for Kids](#)
- [Virtual Global Taskforce – Report Abuse](#)
- [Cyberbullying.org](#)

You can refer parents to the following national organisations for support:

- [Internet Matters](#)
- [NSPCC](#)
- [Parent Zone](#)
- [Facebook Advice to Parents](#)

- [Family Online Safety Institute](#) (FOSI)
- [Get safe online - Test your online safety skills](#)

You can refer pupils to the following national organisations for support:

- [BBC Own It](#)
- [Childline](#)
- [Childnet](#)

APPENDIX J

LEGAL FRAMEWORK

Protection of Children Act 1978

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

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 have a copy of The Home Office "Children & Families: Safer from Sexual Crime" document as part of their child protection packs.

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 2018 / GDPR

The Data Protection Act 2018 came into force on 25 May 2018. The Act, which replaces the 1998 Act, provides a legal framework for data protection in the UK. It is supplemented by the General Data Protection Regulation (GDPR), the legal framework that sets guidelines for the collection and processing of personal information of individuals within the European Union (EU).

The General Data Protection Regulation (GDPR) significantly updates previous Data Protection law to reflect changes in technology and the way organisations collect and use information about people in the 21st century. It regulates the processing of personal data and gives rights of privacy protection to all living persons.

Data Controllers are responsible for, and need to be able to demonstrate that they comply with the principles set out in Article 5 of the GDPR which requires that:

- Personal data shall be processed lawfully, fairly and in a transparent manner in relation to individuals.
- Personal data shall be collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes.
- Personal data shall be adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.
- Personal data shall be accurate and, where necessary, kept up to date.
- Personal data shall be kept for no longer than is necessary.
- Personal data shall be processed in a manner that ensures appropriate security of it.

The first principle of data protection is **fair, lawful and transparent processing**, and is the foundation on which everything else is built.

The Computer Misuse Act 1990 (sections 1 - 3)

This Act makes it an offence to:

- Erase or amend data or programs without authority.
- Obtain unauthorised access to a computer.
- “Eavesdrop” on a computer.
- Make unauthorised use of computer time or facilities.
- Maliciously corrupt or erase data or programs.
- Deny access to authorised users.

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 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.

Trademarks Act 1994

This provides protection for Registered Trademarks, which can be any symbol (words, shapes or images) that are associated with a set of goods or services. Registered Trademarks must not be used without permission. This can also arise from using a Mark that is confusingly similar to an existing Mark.

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.

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.

Freedom of Information Act 2000

The Freedom of Information Act gives individuals the right to request information held by public authorities. All public authorities and companies wholly owned by public authorities have obligations under the Freedom of Information Act. When responding to requests, they must follow a number of set procedures.

Regulation of Investigatory Powers Act 2000

It is an offence for any person to intentionally and without lawful authority intercept any communication. Monitoring or keeping a record of any form of electronic communications is permitted, in order to:

- Establish the facts.
- Ascertain compliance with regulatory or self-regulatory practices or procedures.
- Demonstrate standards, which are or ought to be achieved by persons using the system.
- Investigate or detect unauthorised use of the communications system.
- Prevent or detect crime or in the interests of national security.
- Ensure the effective operation of the system.
- Monitoring but not recording is also permissible in order to:
 - ascertain whether the communication is business or personal;
 - Protect or support help line staff.
- The school reserves the right to monitor its systems and communications in line with its rights under this act.

Criminal Justice and Immigration Act 2008

- Section 63 – it is an offence to possess “extreme pornographic image”
- Section 63 (6) – the image must be “grossly offensive, disgusting or otherwise obscene”
- Section 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” and 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 students off site.
- School staff can confiscate items such as mobile phones etc. when they are being used to cause a disturbance in class or otherwise contravene the school behaviour/anti-bullying procedures.

Telecommunications Act 1984

It is an offence to send a message or other matter that is grossly offensive or of an indecent, obscene or menacing character. It is also an offence to send a message that is intended to cause annoyance, inconvenience or needless anxiety to another that the sender knows to be false.

Criminal Justice & Public Order Act 1994

This defines a criminal offence of intentional harassment, which covers all forms of harassment, including sexual. A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, they:

- Use threatening, abusive or insulting words or behaviour, or disorderly behaviour; or
- Display any writing, sign or other visible representation, which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

Human Rights Act 1998

This does not deal with any issue specifically or any discrete subject area within the law. It is a type of “higher law”, affecting all other laws. In the school context, human rights to be aware of include:

- The right to a fair trial.
- The right to respect for private and family life, home and correspondence.
- Freedom of thought, conscience and religion.
- Freedom of expression.
- Freedom of assembly.
- Prohibition of discrimination.
- The right to education.

These rights are not absolute. The school is obliged to respect these rights and freedoms, balancing them against those rights, duties and obligations, which arise from other relevant legislation.

GLOSSARY OF TERMS

AUP	Acceptable Use Policy – see templates earlier in this document
Beta	British Educational Communications and Technology Agency (Government agency promoting the use of information and communications technology) – <i>NOTE: Beta Closed in 2011.</i>
CEOP	Child Exploitation and Online Protection Centre (part of UK Police, dedicated to protecting children from sexual abuse, providers of the Think U Know programmes).
CLEO	The Regional Broadband Consortium of Cumbria and Lancashire – is the provider of broadband and other services for schools and other organisations in Cumbria and Lancashire.
CPD	Continuous Professional Development
DfE	Department for Education
DPO	Data Protection Officer
ECM	Every Child Matters
FOSI	Family Online Safety Institute
GDPR	General Data Protection Regulation
HSTF	Home Secretary’s Task Force on Child Protection on the Internet
ICO	Information Commissioner's Office
ICT	Information and Communications Technology
Impark	Quality standard for schools provided by Niece
INSET	In Service Education and Training

IP address	The label that identifies each computer to other computers using the IP (Internet protocol).
ISP	Internet Service Provider
ISPA	Internet Service Providers' Association
IWF	Internet Watch Foundation
JANET	Provides the broadband backbone structure for Higher Education and for the National Education Network.
KS1	Key Stage 1 (2, 3, 4 or 5) – schools are structured within these multiple age groups eg, KS3 = years 7 to 9 (age 11 to 14).
LA	Local Authority
LAN	Local Area Network
Learning Platform	A learning platform brings together hardware, software and supporting services to support teaching, learning, management and administration.
LSCB	Local Safeguarding Children Board
MIS	Management Information System
MLE	Managed Learning Environment
NEN	National Education Network – works with the Regional Broadband Consortia (eg, CLEO in Cumbria) to provide the safe broadband provision to schools across Britain.
Ofcom	Office of Communications (Independent communications sector regulator).
Ofsted	Office for Standards in Education, Children's Services and Skills
PDA	Personal Digital Assistant (handheld device)
PHSE	Personal, Health and Social Education

- RBC** Regional Broadband Consortia (eg, CLEO) have been established to procure broadband connectivity for schools in England. There are 13 RBCs covering most local authorities in England, Wales and Northern Ireland.
- SEF** Self Evaluation Form – used by schools for self-evaluation and reviewed by Ofsted prior to visiting schools for an inspection.
- SRF** Self Review Form – a tool used by schools to evaluate the quality of their ICT provision and judge their readiness for submission for the Impark.
- TUK** Think U Know – educational Online Safety programmes for schools, young people and parents.
- URL** Uniform Resource Locator (URL) it is the global address of documents and other resources on the World Wide Web.
- VLE** Virtual Learning Environment (a software system designed to support teaching and learning in an educational setting.
- WAP** Wireless Application Protocol