

REDCOURT ST – ANSELMS



POLICY FOR E – SAFETY

The Acceptable Use of the Internet and related Technologies

[Including EYFS, KS1 and KS2,
Before and After School Care]

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**This policy has been produced in consultation with the
Governors and Staff at Redcourt in reference to
our Mission Statement:**

“Growing Together in God’s Love”

References

CEOP

LGfL exemplar policy

Becta Guidance

www.thinkuknow.co.uk

Childline guidance

KCSiE 2014, 2015, 2016

Education Act 2011

The National Curriculum 2014

DCSF 2009 Guidance for Safer Working Practice for adults working with children and young people in education settings

Wirral LEA EYFS Advisory Team

CTSA 2015

0-25 SEND Code of Practice 2014

Children and Families Act 2014

Read this Policy with reference to:

Reaching Out – Essentials of and Edmund Rice Education

ICT Policy

Social Networking Policy

Child Protection and Safeguarding Policy

A Summary of Good Practice for Child Protection and Safeguarding

Anti Bullying Policy

PHSEE+C Policy

Racial Equality Policy

Use of Camera and Recording Devices Policy

School Mission Statement Document

Equal Opportunities Policy (Part 1)

Policy for Supply

Staff Handbook

ICT Acceptable Use of Facilities and the Internet Policy

Security Information and Data Protection Policy

Safer Recruitment Policy

Spiritual and Moral Development Policy

SEN-LDD Inclusion Policy

SEN-LDD, Inclusion and Welfare Confidentiality and Information Sharing Policy

Whistle Blowing – Raising Reasonable Concerns about Professional Malpractice Policy

Mission Statement

Redcourt St Anselm’s seeks to promote fundamental British values at every opportunity having due regard for the need to prevent people being drawn into radicalisation and terrorism.

Introduction

This policy has been developed as a result of a process of consultation . It has been agreed by senior managers and approved by Governors. It builds on guidance from NACE and Child Exploitation and online Protection (CEOP) and the exemplar policy of the London Grid for Learning (LGfL). It is a statement of the aims, principles and strategies for the safe use of Internet and related technologies at Redcourt.

Philosophy

“Everyone has a role to play in empowering children to stay safe while they enjoy the new technologies, just as it is everyone’s responsibility to keep children safe in the non-digital world.” Byron Report – Safer Children in a Digital World. (March 2008)

“The Internet and related technologies are powerful tools, which open up new prospects for communication and collaboration. Education is embracing these new technologies as they bring with them fresh opportunities for both teachers and learners.

To use these technologies effectively requires an awareness of the benefits and risks, the development of new skills, and an understanding of their appropriate and effective use both in and outside of the classroom.” DfES, eStrategy 2005

This Policy document is drawn up to protect all parties – the students, the staff and the school and aims to provide clear advice and guidance on how to minimise risks and how to deal with any infringements.

Aims

The philosophy of ‘empowering children to stay safe’ includes aims that children are:-

- Safe from maltreatment, neglect, violence and sexual exploitation
- Safe from accidental injury and death
- Safe from bullying and discrimination
- Safe from crime and anti-social behaviour in and out of school
- Secure, stable and cared for
- Safe from radicalisation
- Safe from exploitation by and from gang membership
- Safe from sexual exploitation

Much of these aims apply equally to the ‘virtual world’ that children and young people will encounter whenever they use ICT in its various forms. For example, we know that the internet has been used for grooming children and young people with the ultimate aim of exploiting them sexually; we know that ICT can offer new weapons for bullies, who may torment their victims via websites, text or instant messages; and we know that children and young people have been exposed to inappropriate content when online, which can

sometimes lead to their involvement in crime and anti-social behaviour.

It is the duty of the school to ensure that every child in their care is safe, and the same principles should apply to the 'virtual' or digital world as would be applied to the school's physical buildings.

Whole school approach to the safe use of ICT

Creating a safe ICT learning environment includes three main elements at this school:

- An effective range of technological tools;
- Policies and procedures, with clear roles and responsibilities;
- An e-Safety education programme for pupils, staff and parents.

(Reference: Becta - E-safety Developing whole-school policies to support effective practice 1)

E-Safety is recognised as an essential aspect of strategic leadership in this school and the Head, with the support of Governors, aims to embed safe practices into the culture of the school. The head teacher ensures that the Policy is implemented and compliance with the Policy monitored.

The responsibility for e-Safety has been designated to Miss Jones, Headmistress.

Our school **e-Safety Co-ordinator** is, Mrs A McIver, ICT Coordinator.

Our e-Safety Coordinator ensures they keep up to date with e-Safety issues and guidance through organisations such as Becta and The Child Exploitation and Online Protection (CEOP)². The school's e-Safety coordinator also ensures the Head, senior management and Governors are updated as necessary.

Governors need to have an overview understanding of e-Safety issues and strategies at this school. We ensure our governors are aware of our local and national guidance ³ on e-Safety and are updated at least annually on policy developments.

All teachers are responsible for promoting and supporting safe behaviours in their classrooms and following school e-Safety procedures. Central to this is fostering a 'No Blame' culture so pupils feel able to report any bullying, abuse or inappropriate materials

The Technologies

ICT in the 21st Century has an all-encompassing role within the lives of children and adults. New technologies are enhancing communication and the sharing of information. Current and emerging technologies used in school and, more importantly in many cases, used outside of school by children include:

- The Internet
- E-mail
- Instant messaging ([://www.msn.com](http://www.msn.com), [://info.aol.co.uk/aim/](http://info.aol.co.uk/aim/)) often using simple web cams, Skype

- Blogs (an on-line interactive diary)
- Podcasting (radio / audio broadcasts downloaded to computer or MP3/4 player)
- Social networking sites (Popular www.myspace.com / www.piczo.com / www.bebo.com / [://www.hi5.com](http://www.hi5.com))
- Video broadcasting sites (Popular: [://www.youtube.com/](http://www.youtube.com/))
- Chat Rooms (Popular www.teenchat.com, www.habbohotel.co.uk)
- Gaming Sites (Popular [.neopets.com](http://www.neopets.com), [://www.miniclip.com/games/en/](http://www.miniclip.com/games/en/), [://www.runescape.com/](http://www.runescape.com/))
- Music download sites (Popular [://www.apple.com/itunes/](http://www.apple.com/itunes/) [://www.napster.co.uk/](http://www.napster.co.uk/) [://www-kazaa.com/](http://www-kazaa.com/), [://www-livewire.com/](http://www-livewire.com/))
- Mobile phones with camera and video functionality
- Smart phones with e-mail, web functionality and cut down 'Office' applications.
- Fit Bits

Accessing the Internet

The school will maintain a current record of all staff and pupils who are granted access to the school's electronic communications.

All staff must read and sign the Acceptable use Policy for ICT facilities & the Internet before using the school ICT resource.

For younger children, access to the Internet will be by adult demonstration with occasional directly supervised access to specific, approved on –line materials.

Parents & pupils will be asked to sign and return a consent form for pupil access.

Parents will be informed that pupils will be provided with supervised Internet access.

The Internet and Learning

Effective practice in Internet use for teaching and learning is essential as the quantity of information can be over whelming.

Younger children should be offered selected sites rather than the open Internet search. Older children benefit from the same use of suggested sites and must also be encouraged to evaluate everything they read and to refine their own publishing. Plagiarism will be discouraged at all times and children will be taught to acknowledge sources in their work.

The school internet access will be designed expressly for pupil use and will include filtering appropriate to primary school children.

Pupils will be taught what Internet use is acceptable and what is not, and given clear objectives for Internet use.

At present, these rules are based on Childnet's SMART rules for children:-

S – stay **safe**, do not give out personal information

M – Tell an adult if you are thinking of **meeting** someone.

A – **Accepting** e-mails or open attachments from people you do not know can lead to viruses and unwanted emails.

R – Information you find on the Internet may not be **reliable** and people may not be who they say they are.

T- **Tell** a parent, carer or trusted adult if someone or something makes you feel uncomfortable or worried, and if you or someone you know is being bullied online.

Other teaching tools include the use of e-safety websites including

Think U Know (www.thinkuknow.co.uk)

Grid Club (www.gridclub.com)

Bizzikid (www.bizzikid.co.uk)

Protecting the identity of pupils

When publishing articles, photographs and images either electronically or in paper format the school will seek to exclude the use of a pupil's full name, since it enables a pupil to be traced to the school via e-search engines. Where an image is published, the individual pupil/s will not be e-tagged. If reference to individual pupils which are to be made in an article, in relation to a published image which could identify the child by reference, then 'Joe B' not 'Joe Bloggs' is to be employed.

E-mail

E-mail is an essential means of communication for both staff and pupils. Directed e-mail has significant educational benefits when used in projects between schools and children in other countries. E-mail is provided by G Suite and filtering is carried out using the 'objectionable content rules' In addition –

- Pupils may only use approved school e-mail accounts.
- Pupils may not send or check e-mails without the teacher's permission.
- Whole emails can be forwarded via the teacher's email address.
- Pupils must immediately tell the teacher if they receive offensive e-mail.
- Pupils must not reveal personal details, send photographs of themselves or others in e-mail communication, or arrange to meet anyone without specific permission.
- E-mail sent to external organisations should be written carefully and using the school letterhead.
- The forwarding of chain letters is not permitted.

Website

Contact details on the website will include school address, e-mail and telephone number. Staff or pupil' personal details must not be published.

No link should be made between an individual and any home address (including simply street names);

The Head teacher will take overall editorial responsibility to ensure that content is accurate and appropriate.

The school must respect intellectual property rights and copyright.

The publishing of pupils' names with their images is not acceptable. Images should be carefully chosen so that individuals can not be identified.

Written permission will be sought from parents before publication of any images on the web site or newsletter.

Work can only be published with the permission of pupil and parents.

Social Networking

Examples of social networking sites include- wikis, blogs, MySpace, MSN, bulletin boards, chat rooms, instant messaging and many others. As children can access these at home, advice to children will be supplemented by similar advice to their parents.

School will block access to these sites and others. Newsgroups will be blocked unless a specific use is approved.

Pupils will be advised never to give out personal details of any kind which may identify them and their location.

Pupils will be advised not to place personal photos on any social network space.

Staff are also encouraged to review their privacy settings to make sure that their profiles and photographs are not viewable by the general public.

Although these networks are used by staff in their own time, staff must recognise that it is not appropriate to discuss issues relating to children or other staff via these networks.

It is recognised that some such services may have an appropriate application in school, however, where such activities are planned a separate account should be set up for the purpose and there should be no connection made between personal and school accounts used for educational purposes. Any such accounts and activities should be approved by a member of the SLT prior to use.

It is never acceptable to accept a friendship request from a child from the school as in almost all cases children of primary age using such networks will be breaching the terms and conditions of use of those networks. It is also extremely inadvisable to accept as friends ex-pupils who are still minors.

Managing Filtering

To this end we will:-

Work with our Internet Service Provider (British Telecom) to ensure that systems to protect pupils are reviewed and improved.

If staff or pupils discover unsuitable sites, the URL must be reported immediately to the e-Safety Coordinator.

Any material that the school believes is illegal must be reported to appropriate agencies such as IWF, CEOP or Channel Protection Officer.

Mobile Phones and Hand-held Devices.

Mobile phones should not be used in school time. The sending of abusive or inappropriate photographic, video, audio or text messages are strictly forbidden.

Use of Portable Equipment

The school provides portable ICT equipment such as laptop computers, colour printers and digital cameras to enhance the children's education and to allow staff to make efficient use of

such equipment to enhance their own professional activities.

Exactly the same principles of acceptable use apply as in other sections of this policy

- Equipment may be in the care of a specific individual, but it is expected that all staff may wish to benefit from the use of a laptop computer and access should be negotiated with the individual concerned. Any difficulties should be referred to the ICT co-ordinator;
- Certain equipment will remain in the care of the ICT co-ordinator, and may be booked out for use according to staff requirements. Once equipment has been used, it should be returned to the resource area;
- Equipment such as laptop computers can be taken offsite for use by staff in accordance with the E-Safety Policy and the equipment is fully insured from the moment it leaves the school premises. The cover excludes theft or attempted theft from an unattended vehicle unless the vehicle is locked, there are signs of forced entry and the property is out of sight in a locked compartment or boot within the vehicle.
- Any costs generated by the user at home, such as phone bills, printer cartridge etc. are the responsibility of the user;
- Where a member of staff is likely to be away from school through illness, professional development (such as secondment etc.) or maternity leave, arrangements must be made for any portable equipment in their care to be returned to school. In the event of illness, it is up to the school to collect the equipment if the individual is unable to return it;
- If an individual leaves the employment of the school, any equipment must be returned;
- The use of USB pens, re-writeable CDs, floppy disks etc. must be regulated . Where information has been downloaded from the internet, or copied from another computer, wherever possible, it must be emailed to school to ensure that it undergoes anti-virus scanning. If this proves to be impossible, (due to file size, technical difficulty etc.) express permission must be sought from the ICT co-ordinator prior to the data being transferred;
- No other software, whether licensed or not, may be installed on laptops in the care of teachers as the school does not own or control the licences for such software;

Roles and Responsibilities

Responding to an incident of concern

Our e-Safety Coordinator acts as first point of contact for any complaint.

Complaints of Internet misuse will be dealt with by a senior member of staff

In the event of children being unintentionally exposed to undesirable materials the following steps will be taken:

1. Pupils should notify a teacher immediately
2. The e-Safety Coordinator should be notified and the incident reported to the Headteacher.
3. The incident should be recorded in a central log by which the school may reliably report the frequency and nature of incidents to any appropriate party

4. The child's parents and/or the School Governors should be notified at the discretion of the Head according to the degree of seriousness of the incident.

Children must never intentionally seek offensive material on the Internet. Any transgression should be reported and recorded as outlined above. Any incident will be treated as a disciplinary matter and the parents of the children will normally be informed. If deliberate access to undesirable materials is found to be repeated, flagrant or habitual the matter will be treated as a serious disciplinary issue. The child or children's parents will be informed and the Governing body advised.

Staff and pupils are given information about infringements in use and possible sanctions.

Sanctions available include:

- interview/counselling Headteacher/ e-Safety Coordinator

- informing parents or carers;

- Removal of Internet or computer access for a period, which could ultimately prevent access to files held on the system.

- Referral to police.

Complaints of cyberbullying are dealt with in accordance with our Anti-Bullying Policy. Complaints related to child protection are dealt with in accordance with school child protection procedures.

Staff

All staff will be given the School e-Safety Policy and its application and importance explained.

Staff are required to read and sign a 'Code of Conduct' regarding Acceptable Use of the school's information system. (See Appendix 1)

Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

The ICT Coordinator, who at present manages the filtering systems, will be supervised by senior management and have clear procedures for reporting issues.

Staff training in safe and responsible Internet use and on the school e-Safety Policy will be provided as required.

Any complaint about staff misuse must be referred to the Headteacher.

Parents & Pupils

Parents' attention will be drawn to the school's e-Safety Policy in newsletters, and on the school website.

When joining the school, parents are required to read and agree to the school's Statement of Acceptable Use for ICT.

A partnership approach with parents will be encouraged.

Advice on filtering systems and educational and leisure activities that include responsible use of the Internet will be made available to parents. (see list of e-safety sites above)

Specific Learning Needs

Provision for children with specific learning needs in relation to e-Safety is made after discussion between class /subject teacher, support staff and the SENCO.

Some groups of children are potentially more vulnerable and more at risk than others when using ICT. These can include children with emotional or behavioural difficulties, learning difficulties, and other complex needs, as well as those whose English is an additional language, and looked after children.

Children with Specific Learning Needs can use the internet in educational, creative, empowering and fun ways, just like their peers. However, they may be particularly vulnerable to e-safety risks. For example:

- Children and young people with Autistism Spectrum Disorder may make literal interpretations of content, which will affect how they respond.
- Some children may not understand much of the terminology due to language delays or specific learning difficulties.
- Some children with complex needs do not understand the concept of friendship, and therefore trust everyone implicitly. They do not know how to make judgments about what is safe information to share. This leads to confusion about why you should not trust others on the internet.
- There is also growing concern around cyberbullying. We need to remember that some children with Specific Learning Needs or disabilities may be vulnerable to being bullied through the internet, or not recognise that they are being bullied.
- In addition, some children may not appreciate how their own online behaviour may be seen by someone else as bullying.
- There is a growing concern for children who develop IT dependency behaviours. Such pupils will have their ICT use and access closely monitored as part of their overall intervention and support plan.

Where appropriate, special adaptations, such as video presentations with signing and the use of Widgit cards for poorer readers, or Childnet International's SMART resources can be accessed.

Teachers should tackle these sensitive issues sympathetically.

The ICT Teacher and Form Teacher with the support of the SENCO should ensure that strategies for safe internet use are part of individual children's learning plan.

Equal Opportunities

All teaching and non-teaching staff at Redcourt St Anselm's are responsible for ensuring that all children, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Equal access needs to be planned and monitored very carefully and this must be reflected in teacher's pairs and groupings. General monitoring is the responsibility of the Headteacher, the SMT and the ICT co-ordinator.

Where use of a school computer proves difficult for a child because of a disability, the school will provide specialist equipment and software, so that the pupil may have access. (i.e. lower case lettering on keyboards, concept keyboards, roller ball mouse, filter screens.) Pupils with

learning difficulties can also be given greater access to the issues of e-Safety through the use of I.C.T.

Review

The speed and nature of development is such that a review of the e-Safety Policy should take place on an annual basis. The ICT Co-ordinator then makes any changes or adaptations of policy. Throughout the year, all staff are encouraged to feed back information about the effectiveness of this policy and ideas to the co-ordinators.

What is the minimum age for account holders on these social media sites and apps?

Age Restrictions for Social Media Platforms

13

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Secret

14

LinkedIn

16

WhatsApp

17

Vine
Tinder

18

Path

18 / 13 with parent's permission

YouTube
WeChat

Keek
Kik

Foursquare
Flickr

Age specified in the platform's terms of service as of 09/2014.

linneyville.com