

Horsmonden Primary School

e-Safety Policy



Prepared by:

Approved on:

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Signed (*Chair of Governors*)

Date of next Review:

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1.1 Introduction

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

The School e-Safety Coordinator is Hayley Sharp (Deputy Headteacher and DSL).

The Governor responsible for e-Safety is Wendy Solesbury (Safeguarding Governor).

The e-Safety Policy and its implementation will be reviewed annually.

1.2 Teaching and learning

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

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

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

Benefits of using the Internet in education include:

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

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

use of published material should be taught. Methods to detect plagiarism may need to be developed.

- The school's Internet access will be designed to enhance and extend education.
- Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- The school will ensure that the copying and subsequent use of Internet-derived materials by staff and pupils complies with copyright law.
- Access levels to the internet will be reviewed to reflect the curriculum requirements and the age and ability of pupils.
- Staff should guide pupils to online activities that will support the learning outcomes planned for the pupils' age and ability.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.
- Pupils will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

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

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

- Pupils will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- Pupils will use age-appropriate tools to research Internet content.
- The evaluation of online materials is a part of teaching and learning

1.3 Managing Information Systems

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

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

The EIS IT Security Document Library: www.eiskent.co.uk?itsecurity

Local Area Network (LAN) security issues include:

- Users must act reasonably — e.g. the downloading of large files during the working day will affect the service that others receive.
- Users must take responsibility for their network use.
- Workstations should be secured against user mistakes and deliberate actions.
- Servers must be located securely and physical access restricted.
- The server operating system must be secured and kept up to date.
- Virus protection for the whole network must be installed and current.
- Access by wireless devices must be proactively managed

The Schools Broadband network is protected by a cluster of high performance firewalls at the Internet connecting nodes in Maidstone and Canterbury. These industry leading appliances are monitored and maintained by a specialist security command centre.

- The security of the school information systems and users will be reviewed regularly.
- Virus protection will be updated regularly.
- 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 coordinator/network manager will review system capacity regularly.
- The use of user logins and passwords to access the school network will be enforced.

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

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

A central question is the degree of responsibility that can be delegated to individual pupils as once email is available it is difficult to control. Restriction of incoming and outgoing email to approved addresses and filtering for unsuitable content is possible. In the school context (as in the business world), email should not be considered private and most schools and many firms reserve the right to monitor email. There is a balance to be achieved between necessary monitoring to maintain the safety of pupils and staff and the preservation of human rights, both of which are covered by recent legislation. It is important that staff understand they should be using a work provided email account to communicate with parents/carers, pupils and other professionals for any official school business. This is important for confidentiality and security and also to safeguard members of staff from allegations.

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

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

- Whole -class or group email addresses will be used in primary schools for communication outside of the school.
- Staff will only use official school provided email accounts to communicate with pupils and parents/carers, as approved by the Senior Leadership Team.
- Access in school to external personal email accounts may be blocked.
- Excessive social email use can interfere with learning and will be restricted.
- The forwarding of chain messages is not permitted.

- Staff should not use personal email accounts during school hours or for professional purposes.

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

- The contact details on the website should be the school address, email and telephone number. Staff or pupils' personal information must not be published.
- The head teacher will take overall editorial responsibility for online content published by the school and will ensure that content published is accurate and appropriate.
- The school website will comply with the school's guidelines for publications including respect for intellectual property rights, privacy policies and copyright.

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

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

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

Pupils also need to be taught the reasons for caution in publishing personal information and images online (see section 2.3.6).

Please see the Children's Safeguards site, "Use of photographic images of children" www.kenttrustweb.org.uk/safeguards (Policy and Guidance section) for guidance on Photographic Policies.

- Images or videos that include pupils will be selected carefully and will not provide material that could be reused.
- Pupils' full names will not be used anywhere on the website, particularly in association with photographs.
- Written permission from parents or carers will be obtained before images/videos of pupils are electronically published.
- Pupils work can only be published with their permission or the parents.
- Written consent will be kept by the school where pupils' images are used for publicity purposes, until the image is no longer in use.
- The School will have a policy regarding the use of photographic images of children which outlines policies and procedures.

Parents and teachers need to be aware that the Internet has emerging online spaces and social networks which allow individuals to publish unmediated content. Social networking sites can connect people with similar or even very different interests. Users

can be invited to view personal spaces and leave comments, over which there may be limited control.

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

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

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

Additional guidance and considerations for schools around this topic (including a checklist and risk assessment templates) can be found in the "Using Social Media and Technology in Educational Settings" document at www.kenttrustweb.org.uk?esafety

- The school will control access to social media and social networking sites.
- Pupils 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 should be password protected and run from the school website with approval from the Senior Leadership Team. Members of staff are advised not to run social network spaces for pupil use on a personal basis.
 - Personal publishing will be taught via age appropriate sites that are suitable for educational purposes. They will be moderated by the school where possible.
 - Pupils will be advised on security and privacy online and will be encouraged to set passwords, deny access to unknown individuals and to block unwanted communications. Pupil will be encouraged to approve and invite known friends only on social networking sites and to deny access to others by making profiles private.
 - All members of the school community are advised not to publish specific and detailed private thoughts, especially those that may be considered threatening, hurtful or defamatory.
 - Newsgroups will be blocked unless a specific use is approved.
 - Concerns regarding students' use of social networking, social media and personal publishing sites (in or out of school) will be raised with their parents/carers, particularly when concerning students' underage use of sites.
 - Staff personal use of social networking, social media and personal publishing sites will be discussed as part of staff induction and safe and professional behaviour will be outlined in the school Acceptable Use Policy.

Levels of Internet access and supervision will vary according to the pupil's age and experience. Access profiles must be appropriate for all members of the school community.

Access controls fall into several overlapping types (commonly described as filtering):

- Blocking strategies prevent access to a list of unsuitable sites. Maintenance of the blocking list is a major task as new sites appear every day.
- A walled garden or "allow list" restricts access to a list of approved sites. Such lists inevitably limit pupils' access to a narrow range of content.
- Dynamic content filtering examines web page content or email for unsuitable words.
- Keyword lists filter search engine searches and URLs for inappropriate results and web addresses. Rating systems give each web page a rating for sexual, profane, violent or other unacceptable content. Web browsers can be set to reject rated pages exceeding a threshold.
- URL monitoring records the Internet sites visited by individual users. Reports can be produced to investigate pupil access.
- Key loggers record all text sent by a workstation and analyse it for patterns.

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

Occasionally mistakes may happen and inappropriate content may be accessed. It is therefore important that children should always be supervised when using internet access and that Acceptable Use Policies are in place. In addition, Internet Safety Rules should be displayed, and both children and adults should be educated about the risks online. There should also be an Incident Log to report breaches of filtering or inappropriate content being accessed. Procedures need to be established to report such incidents to parents and KCC (The Schools Broadband Service Desk at EiS or the e-Safety Officer) where appropriate.

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

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

- The school's broadband access will include filtering appropriate to the age and maturity of pupils.
- The school will work with KCC and the Schools Broadband team to ensure that filtering policy is continually reviewed.
- The school will have a clear procedure for reporting breaches of filtering. All members of the school community (all staff and all pupils) will be aware of this procedure.
- If staff or pupils discover unsuitable sites, the URL will be reported to the School e-Safety Coordinator who will then record the incident and escalate the concern as appropriate.
- The School filtering system will block all sites on the Internet Watch Foundation (IWF) list.

- 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, Kent Police or CEOP

Videoconferencing enables users to see and hear each other between different locations. This 'real time' interactive technology has many uses in education. Equipment ranges from small PC systems (web cameras) to large room-based systems that can be used for whole classes or lectures.

Schools with full broadband are connected through the KPSN and have access to services such as gatekeepers and gateways to enable schools to communicate with external locations. Schools may also decide to use conferencing services such as Skype and Flashmeeting which do not require KPSN systems. If Flashmeeting is used, conferences should always be booked as private and not made public. The conference URL should only be given to those who you wish to take part. Check who has signed into your conference; as a guest without a camera would not be visible.

- All videoconferencing equipment in the classroom must be switched off when not in use and not set to auto answer.
- Equipment connected to the educational broadband network should use the national E.164 numbering system and display their H.323 ID name.
- External IP addresses will not be made available to other sites.
- Videoconferencing contact information will not be put on the school Website.
- The equipment must be secure and if necessary locked away when not in use.
- School videoconferencing equipment will not be taken off school premises without permission.
- Responsibility for the use of the videoconferencing equipment outside school time will be established with care.

Users

- Pupils will ask permission from a teacher before making or answering a videoconference call.
- Videoconferencing will be supervised appropriately for the pupils' age and ability.
- Parents and carers consent should be obtained prior to children taking part in videoconferences.
- Only key administrators should be given access to videoconferencing administration areas or remote control pages.
- Unique log on and password details for the educational videoconferencing services should only be issued to members of staff and kept secure.

Content

- When recording a videoconference lesson, written permission should be given by all sites and participants. The reason for the recording must be given and the recording of videoconference should be clear to all parties at the start of the conference. Recorded material shall be stored securely.
- Videoconferencing is a challenging activity with a wide range of learning benefits. Preparation and evaluation are essential to the whole activity.
- If third party materials are to be included, check that recording is acceptable to avoid infringing the third party intellectual property rights.
- Establish dialogue with other conference participants before taking part in a videoconference. If it is a non school site it is important to check that they are delivering material that is appropriate for your class.

Many emerging communications technologies offer the potential to develop new teaching and learning tools, including mobile communications, Internet access,

collaboration and multimedia tools. A risk assessment needs to be undertaken on each new technology for effective and safe practice in classroom use to be developed. The safest approach is to deny access until a risk assessment has been completed and safety has been established.

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

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

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

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

Possible statements:

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

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

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

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

- Processed fairly and lawfully
- Processed for specified purposes
- Adequate, relevant and not excessive
- Accurate and up-to-date
- Held no longer than is necessary

- Processed in line with individual's rights
- Kept secure
- Transferred only to other countries with suitable security measures.

Schools will already have information about their obligations under the Act, and this section is a reminder that all data from which people can be identified is protected.

For advice and guidance relating to a contravention of the Act, contact Michelle Hunt: Information Governance Specialist, Business Strategy and Support, Kent County Council, Sessions House michelle.hunt@kent.gov.uk 01622 696692.

KCC Data Protection information may be seen at:
www.kenttrustweb.org.uk/Policy/dpfoi_data.cfm

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

- Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

1.4 Policy Decisions

The school should allocate Internet access to staff and pupils on the basis of educational need. It should be clear who has Internet access and who has not. Authorisation is generally on an individual basis in a secondary school. In a primary school, where pupil usage should be fully supervised, all pupils in a class could be authorised as a group.

- The school will maintain a current record of all staff and pupils who are granted access to the school's electronic communications.
- All staff will read and sign the or School Acceptable Use Policy before using any school ICT resources.
- All visitors to the school site who require access to the schools network or internet access will be asked to read and sign an Acceptable Use Policy.
- Parents will be informed that pupils 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 pupil(s).
- At Key Stage 1 pupils' access to the Internet will be by adult demonstration with occasional directly supervised access to specific and approved online materials.
- At Key Stage 2 pupils will be supervised. Pupils will use age-appropriate search engines and online tools and online activities will be teacher-directed where necessary.
- 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 KCC can accept liability for the material accessed, or any consequences resulting from Internet use.
- The school will audit ICT use to establish if the e-Safety policy is adequate and that the implementation of the e-Safety policy is appropriate.
- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990 and breaches will be reported to Kent Police.
- Methods to identify, assess and minimise risks will be reviewed regularly.

Internet technologies and electronic communications provide children and young people with exciting opportunities to broaden their learning experiences and develop creativity in and out of school. However it is also important to consider the risks associated with the way these technologies can be used. An e-Safety Policy should recognise and seek to develop the skills that children and young people need when communicating and using technologies enabling them to keep safe and secure and act with respect for others.

e-Safety risks can be experienced unintentionally or deliberately by people acting inappropriately or even illegally. Any potential concerns must be dealt with at a personal level. Teachers are the first line of defence; their observation of behaviour is essential in recognising concerns about pupils and in developing trust so that issues are reported. Staff should also help develop a safe culture by observing each other's behaviour online and discussing together any potential concerns. Incidents of concern may include unconsidered jokes and comments or inappropriate actions. Any illegal activity would need to be reported to the school Designated Child Protection Coordinator.

Schools should utilise the template provided by Kent County Council to manage incidents: "Response to an Incident of Concern": <http://www.kenttrustweb.org.uk?esafety>

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

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

Parents, teachers and pupils should know how to use the school's complaints procedure. The facts of the incident or concern will need to be established and evidence should be gathered where possible and appropriate. e-Safety incidents may have an impact on pupils, staff and the wider school community both on and off site and can have civil, legal and disciplinary consequences.

A minor transgression of the school rules may be dealt with by a member of staff. Other situations could potentially be serious and a range of sanctions may then be required, which should be linked to the school's disciplinary policy. Potential child protection or illegal issues must be referred to the school Designated Child Protection Coordinator or e-Safety Coordinator. Advice on dealing with illegal use can, when deemed necessary, be discussed with the Kent Police Safer Schools Partnership Coordinator responsible for the school or the Children's Safeguard Team.

- Complaints about Internet misuse will be dealt with under the School's complaints procedure.
- Any complaint about staff misuse will be referred to the head teacher.
- All e-Safety complaints and incidents will be recorded by the school, including any actions taken.
- Pupils and parents will be informed of the complaints procedure.
- Parents and pupils will need to work in partnership with the school to resolve issues.
- All members of the school community will need to be aware of the importance of confidentiality and the need to follow the official school procedures for reporting concerns.
- Discussions will be held with the local Police Safer Schools Partnership Coordinators and/or Children's Safeguard Team to establish procedures for handling potentially illegal issues.
- Any issues (including sanctions) will be dealt with according to the school's disciplinary, behaviour and child protection procedures.
- All members of the school community will be reminded about safe and appropriate behaviour online and the importance of not posting any content, comments, images or videos online which cause harm, distress or offence to any other members of the school community.

Internet access is available in many situations in the local community. In addition to the home, access may be available at the local library, youth club, adult education centre, village hall, supermarket or cyber café. Ideally, young people would encounter a consistent internet use policy wherever they are.

- The school will be sensitive to Internet-related issues experienced by pupils out of school, e.g. social networking sites, and offer appropriate advice.
- The school will provide appropriate levels of supervision for students who use the internet and technology whilst on the school site.
- The school will provide an AUP for any guest who needs to access the school computer system or internet on site.

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

Many young people and adults find 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 mobiles phones, gaming or the Internet, they can often feel very alone, particularly if the adults around them do not understand cyberbullying and its effects. A once previously safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety. It is essential that young people, school staff and parents and carers understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

There are a number of statutory obligations on schools with regard 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 pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents
- gives headteachers the ability to ensure that pupils 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 should be investigated and acted on.

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.

For more information please read "Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies"

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

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

- Cyberbullying (along with all other forms of bullying) of any member of the school community will not be tolerated. Full details are set out in the school's policy on anti-bullying and behaviour.
- 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.
- Pupils, staff and parents/carers will be advised to keep a record of the bullying as evidence.
- The school will take steps to identify the bully, where 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.
- Pupils, staff and parents/carers will be required to work with the school to support the approach to cyberbullying and the school's e-Safety ethos.
- Sanctions for those involved in cyberbullying may include:
 - The bully will be asked to remove any material deemed to be inappropriate or a service provider may be contacted to remove content if the bully 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 pupils and staff may also be used in accordance to the schools anti-bullying, behaviour policy or Acceptable Use Policy.
 - Parent/carers of pupils will be informed.
 - The Police will be contacted if a criminal offence is suspected.

An effective learning platform or learning environment can offer schools a wide range of benefits to teachers, pupils and parents, as well as support for management and administration. It can enable pupils and teachers to collaborate in and across schools, sharing resources and tools for a range of topics. It also enables the creation and

management of digital content and pupils can develop online and secure e-portfolios to showcase examples of work.

- SLT and staff will regularly monitor the usage of the LP by pupils and staff in all areas, in particular message and communication tools and publishing facilities.
- Pupils/staff will be advised about acceptable conduct and use when using the LP.
- Only members of the current pupil, parent/carers and staff community will have access to the LP.
- All users will be mindful of copyright issues and will only upload appropriate content onto the LP.
- When staff, pupils etc leave the school their account or rights to specific school areas will be disabled or transferred to their new establishment.
- Any concerns about content on the LP may be recorded and dealt with in the following ways:
 - a) The user will be asked to remove any material deemed to be inappropriate or offensive.
 - b) The material will be removed by the site administrator if the user does not comply.
 - c) Access to the LP for the user may be suspended.
 - d) The user will need to discuss the issues with a member of SLT before reinstatement.
 - e) A pupil's parent/carer may be informed.
- A visitor may be invited onto the LP by a member of the SLT. In this instance there may be an agreed focus or a limited time slot.
- Pupils may require editorial approval from a member of staff. This may be given to the pupil to fulfil a specific aim and may have a limited time frame.

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

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

- They are valuable items which may be stolen or damaged;
 - Their use can render pupils or staff subject to cyberbullying;
 - Internet access on phones and personal devices can allow pupils to bypass school security settings and filtering.
 - They can undermine classroom discipline as they can be used on "silent" mode;
 - Mobile phones with integrated cameras could lead to child protection, bullying and data protection issues with regard to inappropriate capture, use or distribution of images of pupils or staff.
-
- The use of mobile phones and other personal devices by students and staff in school will be decided by the school and covered in the school Mobile Phone Policy.
 - The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden by any member of the school community and any breaches will be dealt with as part of the school discipline/behaviour policy.
 - School staff may confiscate a phone or device if they believe it is being used to contravene the schools behaviour or bullying policy. The phone or device might be searched by the Senior Leadership team with the consent of the pupil or parent/carer. If there is suspicion that the material on the mobile may provide evidence relating to a criminal offence the phone will be handed over to the police for further investigation.
 - Mobile phones and personal devices will not be used during lessons or formal school time. They should be switched off at all times.

- Mobile phones 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.
- Electronic devices of all kinds that are brought in to school are the responsibility of the user. The school accepts no responsibility for the loss, theft or damage of such items. Nor will the school accept responsibility for any adverse health effects caused by any such devices either potential or actual.
- Mobile phones and personal devices are not permitted to be used in certain areas within the school site such as changing rooms, toilets and swimming pools.

Pupils Use of Personal Devices

- If a pupil breaches the school policy 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/carers in accordance with the school policy.
- Phones and devices must not be taken into examinations. Pupils 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 pupil needs to contact his/her parents/carers 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.

Staff Use of Personal Devices

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

1.5 Communication Policy

KCC has produced posters covering e–Safety rules which are available to display in every room with a computer to remind pupils of the e–Safety rules at the point of use. The pupil and parent agreement form should include a copy of the school e–Safety rules appropriate to the age of the pupil.

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

Useful e–Safety programmes include:

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

- Childnet: www.childnet.com
 - Kidsmart: www.kidsmart.org.uk
 - Orange Education: www.orange.co.uk/education
 - Safe: www.safesocialnetworking.org
- All users will be informed that network and Internet use will be monitored.
 - An e–Safety training programme will be established across the school to raise the awareness and importance of safe and responsible internet use amongst pupils.
 - Pupil instruction regarding responsible and safe use will precede Internet access.
 - An e–Safety module will be included in the PSHE, Citizenship and/or ICT programmes covering both safe school and home use.
 - e–Safety training will be part of the transition programme across the Key Stages and when moving between establishments.
 - Safe and responsible use of the Internet and technology will be reinforced across the curriculum and subject areas.
 - Particular attention to e-Safety education will be given where pupils are considered to be vulnerable.

It is important that all staff feel confident to use new technologies in teaching and the School e–Safety Policy will only be effective if all staff subscribe to its values and methods.

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

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

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

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

- The e–Safety Policy will be formally provided to and discussed with all members of staff.
- To protect all staff and pupils, the school will implement an Acceptable Use Policy
- Staff will be made aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- Up-to-date and appropriate staff training in safe and responsible Internet use, both professionally and personally, will be provided for all members of staff.
- Staff who manage filtering systems or monitor ICT use will be supervised by the Senior Leadership Team and have clear procedures for reporting issues.
- The School will highlight useful online tools which staff should use with children in the classroom. These tools will vary according to the age and ability of the pupils.
- All members of staff will be made aware that their online conduct out of school could have an impact on their role and reputation within 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.

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

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

- Parents' attention will be drawn to the school e-Safety Policy in newsletters, the school prospectus and on the school website.
- A partnership approach to e-Safety at home and at school with parents will be encouraged. This may include offering parent evenings with demonstrations and suggestions for safe home Internet use, or highlighting e-Safety at other attended events e.g. parent evenings and sports days.
- Information and guidance for parents on e-Safety will be made available to parents in a variety of formats.
- Advice on useful resources and websites, filtering systems and educational and leisure activities which include responsible use of the Internet will be made available to parents.
- Interested parents will be referred to organisations listed in the "e-Safety Contacts and References section".

Schools e-Safety Audit

This self-audit should be completed by the member of the Senior Leadership Team (SLT) responsible for e-safety policy. Staff that could contribute to the audit include: Designated Child Protection Coordinator, SENCO, e-Safety Coordinator, Network Manager and Head Teacher.

Has the school an e-Safety Policy that complies with Kent guidance?	Y/N
Date of latest update:	
Date of future review:	
The school e-safety policy was agreed by governors on:	
The policy is available for staff to access at:	
The policy is available for parents/carers to access at:	
The responsible member of the Senior Leadership Team is:	
The governor responsible for e-Safety is:	
The Designated Child Protection Coordinator is:	
The e-Safety Coordinator is:	
Were all stakeholders (e.g. pupils, staff and parents/carers) consulted with when updating the school e-Safety Policy?	Y/N
Has up-to-date e-safety training been provided for all members of staff? (not just teaching staff)	Y/N
Do all members of staff sign an Acceptable Use Policy on appointment?	
Are all staff made aware of the schools expectation around safe and professional online behaviour?	Y/N
Is there a clear procedure for staff, pupils and parents/carer to follow when responding to or reporting an e-Safety incident of concern?	Y/N
Have e-safety materials from CEOP, Childnet and UKCCIS etc. been obtained?	Y/N
Is e-Safety training provided for all pupils (appropriate to age and ability and across all Key Stages and curriculum areas)?	Y/N
Are e-safety rules displayed in all rooms where computers are used and expressed in a form that is accessible to all pupils?	Y/N
Do parents/carers or pupils sign an Acceptable Use Policy?	Y/N
Are staff, pupils, parents/carers and visitors aware that network and Internet use is closely monitored and individual usage can be traced?	Y/N
Has an ICT security audit been initiated by SLT?	Y/N
Is personal data collected, stored and used according to the principles of the Data Protection Act?	Y/N
Is Internet access provided by an approved educational Internet service provider which complies with DfE requirements (e.g. KPSN)?	Y/N
Has the school filtering been designed to reflect educational objectives and been approved by SLT?	Y/N
Are members of staff with responsibility for managing filtering, network access and monitoring systems adequately supervised by a member of SLT?	Y/N
Does the school log and record all e-Safety incidents, including any action taken?	Y/N
Are the Governing Body and SLT monitoring and evaluating the school e-Safety policy and ethos on a regular basis?	

e-Safety Contacts and References

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

e-Safety Officer, Children's Safeguards Team, Families and Social Care, Kent County Council. The e-Safety Officer is Rebecca Avery email: esafetyofficer@kent.gov.uk
Tel: 01622 221469

Childline: www.childline.org.uk

Childnet: www.childnet.com

Children's Officer for Training & Development, Children's Safeguards Team, Families and Social Care, Kent County Council. The Children's Officer for Training & Development is Mike O'Connell email: mike.oconnell@kent.gov.uk Tel: 01622 696677

Children's Safeguards Team: www.kenttrustweb.org.uk/safeguards

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

Cybermentors: www.cybermentors.org.uk

Digizen: www.digizen.org.uk

EiS - ICT Support for Schools and ICT Security Advice: www.eiskent.co.uk

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

Kent e-Safety in Schools Guidance: www.kenttrustweb.org.uk/esafety

Kent Police: In an emergency (a life is in danger or a crime in progress) dial 999. For other non-urgent enquiries contact Kent Police via 01622 690690 or contact your Safer Schools Partnership Officer. Also visit www.kent.police.uk or www.kent.police.uk/internetsafety

Kent Public Service Network (KPSN): www.kpsn.net

Kent Safeguarding Children Board (KSCB): www.kscb.org.uk

Kidsmart: www.kidsmart.org.uk

Schools Broadband Service Desk - Help with filtering and network security:
www.eiskent.co.uk Tel: 01622 206040

Schools e-Safety Blog: www.kenttrustweb.org.uk/esafetyblog

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

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

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