Newall Green Primary School

Aiming High To Reach Our Goals

Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH
Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk

Cherry Tree Trust

Online Safety Policy 2025

Document Control	
Title	Online Safety Policy
Date	June 2025
Supersedes	Online Safety Policy March 2025
Amendments	To address updates in the DfE Technical Standards for Schools and Colleges, concerning filtering, monitoring and cyber-security To add references to the use of Artificial Intelligence in various places across the policy template New sections of the policy on cyber-security and the use of AI in schools There are new (and significantly updated) Acceptable Use Agreement templates for pupils and for staff/volunteers (Appendix A1 to A4) (Amendments have been highlighted in green)
Related Policies/Guidance	ICT policy Behaviour policy Parent Code of Conduct SEN Policy Equality /Inclusion Policy Pupil Privacy Policy Preventing radicalization and risk assessment policy Safeguarding Policy Whistleblowing Staff Code of Conduct Data Protection Policy Privacy Notices regarding use of data Mobile Phone Policy Searching and Confiscation Policy
Review	June 2026 – Or sooner if legislation is updated – e.g. KCSIE

Approved by: Online Safety Group	**Date: June 2025**
Last reviewed on: June 2025	
Next review due by: June 2026	

Contents

Scope of the Online Safety Policy

This Online Safety Policy outlines the commitment of Newall Green Primary School to safeguard members of our school community online in accordance with statutory guidance and best practice.

This Online Safety Policy applies to all members of the school community (including staff, pupils, governors, volunteers, parents and carers, visitors, community users) who have access to and are users of school digital systems, both in and out of the school. It also applies to the use of personal digital technology on the school site (where allowed).

Newall Green Primary School will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

Policy development, monitoring and review

This Online Safety Policy has been developed by the *Online Safety Group* made up of:

- *headteacher/senior leaders*
- *Designated safeguarding lead (DSL)*
- *Online Safety Lead (OSL)*
- *staff – including teachers/support staff/technical staff*
- *governors*
- *parents and carers*

Consultation with the whole school community has taken place through a range of formal and informal meetings.

Schedule for development, monitoring and review

This Online Safety Policy was approved by the *school governing body on:*	*June 2025*
The implementation of this Online Safety Policy will be monitored by:	Online Safety Lead
Monitoring will take place at regular intervals:	*Yearly*
The *governing body* will receive a report on the implementation of the Online Safety Policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:	*Termly*
The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new technological developments, new threats to online safety or incidents that have taken place. The next anticipated review date will be:	*March 2026*
Should serious online safety incidents take place, the following external persons/agencies should be informed:	*MAT Trustees* *LADO*

Process for monitoring the impact of the Online Safety Policy

The school will monitor the impact of the policy using:

- logs of reported incidents on CPOMs
- Filtering and monitoring logs
- surveys/questionnaires of:
  - pupils
  - parents and carers
  - staff.

Policy and leadership

Why is Online Safety so important?

At Newall Green, our children's mental and emotional health, safety, happiness and wellbeing is very important to us.

We know that our children are growing up in a digital world and that being online is a big part of their lives. The internet is a fantastic resource and has many, many positives. Within school, we use it regularly with our children as an educational resource and it has opened up so many opportunities to explore people, places and events.

We do not want our children to see being online as 'negative' or something that they should avoid.

However, there are many risks involved and as a school we have become increasingly concerned about the impact that negative experiences online is having on our children.

Responsibilities

To ensure the online safeguarding of members of our school community it is important that all members of that community work together to develop safe and responsible online behaviours, learning from each other and from good practice elsewhere, reporting inappropriate online behaviours, concerns, and misuse as soon as these become apparent. While this will be a team effort, the following sections outline the online safety roles and responsibilities of individuals and groups within the school.

Headteacher and senior leaders

- The headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community and fostering a culture of safeguarding, though the day-to-day responsibility for online safety is held by the Designated Safeguarding Lead, as defined in Keeping Children Safe in Education.

- The headteacher and (at least) another member of the senior leadership team should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff[1].
- The headteacher/senior leaders are responsible for ensuring that the Designated Safeguarding Lead / Online Safety Lead, IT provider/technical staff, and other relevant staff carry out their responsibilities effectively and receive suitable training to enable them to carry out their roles and train other colleagues, as relevant.
- The headteacher/senior leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role.
- The headteacher/senior leaders will receive regular monitoring reports from the Designated Safeguarding Lead / Online Safety Lead.
- The headteacher/senior leaders will work with the responsible Governor, the designated safeguarding lead (DSL) and IT service providers in all aspects of filtering and monitoring.

Governors

Governors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy e.g. by asking the questions posed in the UKCIS document "Online Safety in Schools and Colleges – questions from the Governing Body".

This review will be carried out by the Online Safety governor group whose members will receive regular information about online safety incidents and monitoring reports. A member of the governing body will take on the role of Online Safety Governor to include:

- regular meetings with the Designated Safeguarding Lead / Online Safety Lead
- regularly receiving (collated and anonymised) reports of online safety incidents
- checking that provision outlined in the Online Safety Policy (e.g. online safety education provision and staff training is taking place as intended)
- Ensuring that the filtering and monitoring provision is reviewed and recorded, at least annually - in-line with the DfE Filtering and Monitoring Standards
- reporting to relevant *governors group/meeting*
- Receiving (at least) basic cyber-security training to enable the governors to check that the school meets the DfE Cyber-Security Standards
- membership of the school Online Safety Group

The governing body will also support the school in encouraging parents/carers and the wider community to become engaged in online safety activities.

Designated Safety Lead (DSL)

The DSL will:

- hold the lead responsibility for online safety, within their safeguarding role.

[1] See flow chart on dealing with online safety incidents in 'Responding to incidents of misuse' and relevant MAT disciplinary procedures.

- Receive relevant and regularly updated training in online safety to enable them to understand the risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online
- meet regularly with the online safety governor to discuss current issues, review (anonymised) incidents and filtering and monitoring logs and ensuring that annual (at least) filtering and monitoring reviews are carried out, alongside termly checks of filtering and monitoring systems
- attend relevant governing body meetings/groups
- report regularly to headteacher/senior leadership team
- be responsible for receiving reports of online safety incidents and handling them, and deciding whether to make a referral by liaising with relevant agencies, ensuring that all incidents are recorded.
- liaise with staff and IT providers on matters of safety and safeguarding and welfare (including online and digital safety)

Online Safety Lead

The Online Safety Lead will:

- lead the Online Safety Group
- work closely on a day-to-day basis with the Designated Safeguarding Lead (DSL)
- receive reports of online safety issues, being aware of the potential for serious child protection concerns and ensure that these are logged to inform future online safety developments
- have a leading role in establishing and reviewing the school online safety policies/documents
- promote an awareness of and commitment to online safety education / awareness raising across the school and beyond
- liaise with curriculum leaders to ensure that the online safety curriculum is planned, mapped, embedded and evaluated
- ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place and the need to immediately report those incidents
- provide (or identify sources of) training and advice for staff/governors/parents/carers/pupils
- liaise with (school/local authority/MAT/external provider) technical staff, pastoral staff and support staff (as relevant)
- receive regularly updated training to allow them to understand how digital technologies are used and are developing (particularly by pupils) with regard to the areas defined In Keeping Children Safe in Education:
    - content
    - contact
    - conduct
    - commerce

Curriculum Leads

Curriculum Leads will work with the DSL/OSL to develop a planned and coordinated online safety education programme.

This will be provided through:

- The e-safety curriculum is planned through regular ICT lessons and as part of Computing / PHSE / other lessons.

- Pupils are taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.
- The key e-safety messages are reinforced as part of a planned programme of assemblies and pastoral activities
- relevant national initiatives and opportunities e.g. Safer Internet Day and Anti-bullying week.

Teaching and support staff

School staff are responsible for ensuring that:

- they have an awareness of current online safety matters/trends and of the current school Online Safety Policy and practices
- they understand that online safety is a core part of safeguarding
- they have read, understood, and signed the staff acceptable use agreement (AUA)
- they follow all relevant guidance and legislation including, for example, Keeping Children Safe in Education and UK GDPR regulations
- all digital communications with learners, parents and carers and others should be on a professional level *and only carried out using official school systems and devices (where staff use AI, they should only use school-approved AI services for work purposes which have been evaluated to comply with organisational security and oversight requirements)*
- they immediately report any suspected misuse or problem to the Headteacher/Assistant Headteachers/OSL for investigation/action, in line with the school safeguarding procedures
- all digital communications with pupils and parents/carers are on a professional level *and only carried out using official school systems*
- online safety issues are embedded in all aspects of the curriculum and other activities
- pupils understand and follow the Online Safety Policy and acceptable use agreements, have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they supervise and monitor the use of digital technologies, mobile devices, cameras, etc., in lessons and other school activities (where allowed) and implement current policies regarding these devices
- in lessons where internet use is pre-planned pupils are guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
- where lessons take place using live-streaming or video-conferencing, there is regard to national safeguarding guidance and local safeguarding policies
- there is a zero-tolerance approach to incidents of online-bullying, sexual harassment, discrimination, hatred etc
- they model safe, responsible, and professional online behaviours in their own use of technology, including out of school and in their use of social media.
- they adhere to the school's technical security policy, with regard to the use of devices, systems and passwords and have an understanding of basic cybersecurity
- they have a general understanding of how the learners in their care use digital technologies out of school, in order to be aware of online safety issues that may develop from the use of those technologies
- they are aware of the benefits and risks of the use of Artificial Intelligence (AI) services in school, being transparent in how they use these services, prioritising human oversight. AI should assist, not replace, human decision-making. Staff must ensure that final judgments, particularly those affecting people, are made by humans, fact-checked and critically evaluated.

IT Provider

Our school has a technology service provided by an outside contractor (One Education), it is the responsibility of the school to ensure that the provider carries out all the online safety measures that the school's obligations and responsibilities require. It is also important that the provider follows and implements school Online Safety Policy and procedures.

The IT Provider is responsible for ensuring that:

- they are aware of and follow the school Online Safety Policy and Technical Security Policy to carry out their work effectively in line with school policy
- the school technical infrastructure is secure and is not open to misuse or malicious attack
- the school meets (as a minimum) the required online safety technical requirements as identified by the DfE Meeting Digital and Technology Standards in Schools & Colleges and guidance from local authority / MAT or other relevant body
- there is clear, safe, and managed control of user access to networks and devices
- they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- the use of technology is regularly and effectively monitored in order that any misuse/attempted misuse can be reported to DSL/OSL for investigation and action
- the filtering policy is applied and updated on a regular basis and its implementation is not the sole responsibility of any single person
- monitoring systems are implemented and regularly updated as agreed in school policies

Pupils

- are responsible for using the school digital technology systems in accordance with the learner acceptable use agreement and Online Safety Policy
- should develop a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- should understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- will be expected to know and understand policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking / use of images and on cyber-bullying
- should know what to do if they or someone they know feels vulnerable when using online technology
- should avoid plagiarism and uphold copyright regulations, taking care when using Artificial Intelligence (AI) services to protect the intellectual property of themselves and others, and checking the accuracy of content accessed through AI services.
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Online Safety Policy covers their actions out of school, if related to their membership of the school.

Parents and carers

Parents and carers play a crucial role in ensuring that their children understand the need to use the online services and devices in an appropriate way.

The school will take every opportunity to help parents and carers understand these issues through:

- publishing the school Online Safety Policy on the school website
- providing them with a copy of the pupils' acceptable use agreement
- publish information about appropriate use of social media relating to posts concerning the school.
- seeking their permissions concerning digital images, cloud services etc
- parents'/carers' evenings, newsletters, website, social media and information about national/local online safety campaigns and literature.

Parents and carers will be encouraged to support the school in promoting good e-safety practice and to follow guidelines on the appropriate use of:

- *digital and video images taken at school events*
- *access to parents' sections of the website / blog*
- *reinforcing the online safety messages provided to pupils in school.*
- *the safe and responsible use of their children's personal devices in the school (where this is allowed)*

Online Safety Group

The Online Safety Group has the following members:

- Designated Safeguarding Lead
- Online Safety Lead
- senior leaders
- online safety governor
- technical staff
- teacher and support staff members
- pupils (Digital Leaders)
- parents/carers

Members of the Online Safety Group will assist the DSL/OSL with:

- the production/review/monitoring of the school Online Safety Policy/documents
- the production/review/monitoring of the school filtering policy and requests for filtering changes
- mapping and reviewing the online safety education provision – ensuring relevance, breadth and progression and coverage
- reviewing network/filtering/monitoring/incident logs, where possible
- encouraging the contribution of pupils to staff awareness, emerging trends and the school online safety provision
- consulting stakeholders – including staff/parents/carers about the online safety provision
- monitoring improvement actions identified through use of audit and self-review tools.

Professional Standards

There is an expectation that professional standards will be applied to online safety as in other aspects of life at NewallGreen Primary School where:.

- there is a consistent emphasis on the central importance of literacy, numeracy, digital competence and digital resilience. Learners will be supported in gaining skills across all areas of the curriculum and every opportunity will be taken to extend learners' skills and competence
- there is a willingness to develop and apply new techniques to suit the purposes of intended learning in a structured and considered approach and to learn from the experience, while taking care to avoid risks that may be attached to the adoption of developing technologies e.g. Artificial Intelligence (AI) tools.
- staff are able to reflect on their practice, individually and collectively, against agreed standards of effective practice and to affirm and celebrate their successes
- policies and protocols are in place for the use of online communication technology between the staff and other members of the school and wider community, using officially sanctioned school mechanisms.
- where Generative AI is used to monitor staff communications, it will be balanced with respect for privacy and transparency about what is being monitored and why.

Policy

Online Safety Policy

The school Online Safety Policy:

- sets expectations for the safe and responsible use of digital technologies for learning, administration, and communication
- allocates responsibilities for the delivery of the policy
- is regularly reviewed in a collaborative manner, taking account of online safety incidents and changes/trends in technology and related behaviours
- establishes guidance for staff in how they should use digital technologies responsibly, protecting themselves and the school and how they should use this understanding to help safeguard pupils in the digital world
- describes how the school will help prepare pupils to be safe and responsible users of online technologies
- establishes clear procedures to identify, report, respond to and record the misuse of digital technologies and online safety incidents, including external support mechanisms
- is supplemented by a series of related acceptable use agreements
- is made available to staff at induction and through normal communication channels, such as via email blasts, INSETs and Phase Meetngs
- is published on the school website.

Acceptable use

The school has defined what it regards as acceptable/unacceptable use and this is shown in the tables below.

Acceptable use agreements

The Online Safety Policy and acceptable use agreements define acceptable use at the school or outside of school when there is an impact in school. The acceptable use agreements will be communicated/re-enforced through:

- pupil planners

- staff induction and handbook
- digital signage
- posters/notices around where technology is used
- communication with parents/carers
- built into education sessions
- school website
- peer support from Digital Leaders.

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not access online content (including apps, games, sites) to make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	**Any illegal activity for example:** • Child sexual abuse imagery* • Child sexual abuse/exploitation/grooming • Terrorism • Encouraging or assisting suicide • Offences relating to sexual images i.e., revenge and extreme pornography • Incitement to and threats of violence • Hate crime • Public order offences - harassment and stalking • Drug-related offences • Weapons / firearms offences • Fraud and financial crime including money laundering For further guidance about dealing with self-generated images/sexting – UKSIC Responding to and managing sexting incidents and UKCIS – Sexting in schools and colleges					X
Users shall not undertake activities that might be classed as cyber-crime under the Computer Misuse Act (1990)	• Using another individual's username or ID and password to access data, a program, or parts of a system that the user is not authorised to access (even if the initial access is authorised) • Gaining unauthorised access to school networks, data and files, through the use of computers/devices • Creating or propagating computer viruses or other harmful files • Revealing or publicising confidential or proprietary information (e.g., financial / personal information,					X

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
	databases, computer / network access codes and passwords) • Disable/Impair/Disrupt network functionality through the use of computers/devices • Using penetration testing equipment (without relevant permission)					
Users shall not undertake activities that are not illegal but are classed as unacceptable in school policies:	Accessing inappropriate material/activities online in a school setting including pornography, gambling, drugs. (Informed by the school's filtering practices and/or AUAs)			X	X	
	Promotion of any kind of discrimination				X	
	Using school systems to run a private business				X	
	Using systems, applications, websites or other mechanisms that bypass the filtering/monitoring or other safeguards employed by the school				X	
	Infringing copyright and intellectual property (including through the use of AI services)				X	
	Unfair usage (downloading/uploading large files that hinders others in their use of the internet)			X	X	
	Any other information which may be offensive to others or breaches the integrity of the ethos of the school or brings the school into disrepute				X	

Communications

A wide range of rapidly developing communication technologies has the potential to enhance learning. The following table shows how the school currently considers the benefit of using these technologies and clearly states what is allowed and not allowed.

Communication Technologies:	Staff and other adults				Pupils			
	Not allowed	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission/awareness
Online gaming			✓					✓
Online shopping/commerce			✓		✓			
File sharing		✓			✓			
Social media – for personal use			✓		✓			
Social media – for school purposes		✓			✓			
Messaging/chat			✓		✓			
Entertainment streaming e.g. Netflix, Disney+			✓		✓			
Use of video broadcasting, e.g. YouTube, Twitch, TikTok			✓		✓			
Mobile phones may be brought to school		✓				✓		
Use of mobile phones in lesson	✓				✓			
Use of mobile phones in social time at school		✓			✓			
Taking photos on mobile phones/cameras	✓				✓			
Use of school devices		✓				✓		
Use of other personal devices, e.g. tablets, gaming devices			✓		✓			
Use of personal e-mail in school, or on school network/wi-fi			✓		✓			
Use of school e-mail for personal e-mails		✓			✓			
Use of AI services that have not been approved by the school	✓				✓			

When using communication technologies, the school considers the following as good practice:

- when communicating in a professional capacity, staff should ensure that the technologies they use are officially sanctioned by the school.
- any digital communication between staff and pupils or parents/carers (e-mail, social media, learning platform, etc.) must be professional in tone and content. Personal e-mail addresses, text messaging or social media must not be used for these communications.
- staff should be expected to follow good practice when using personal social media regarding their own professional reputation and that of the school and its community
- users should immediately report to a nominated person – in accordance with the school policy – the receipt of any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in nature and must not respond to any such communication.
- relevant policies and permissions should be followed when posting information online e.g., school website and social media. Only school e-mail addresses should be used to identify members of staff and pupils.

Reporting and responding

The school will take all reasonable precautions to ensure online safety for all school users but recognises that incidents may occur inside and outside of the school (with impact on the school) which will need intervention. The school will ensure:

- there are clear reporting routes which are understood and followed by all members of the school community which are consistent with the school safeguarding procedures, and with the whistleblowing, complaints and managing allegations policies.
- all members of the school community will be made aware of the need to report online safety issues/incidents
- reports will be dealt with as soon as is practically possible once they are received
- the Designated Safeguarding Lead, Online Safety Lead and other responsible staff have appropriate skills and training to deal with online safety risks.
- that if there is any suspicion that the incident involves any illegal activity or the potential for serious harm (see flowchart and user actions chart in the appendix), the incident must be escalated through the agreed school safeguarding procedures, this may include
    - Non-consensual images
    - Self-generated images
    - Terrorism/extremism
    - Hate crime/ Abuse
    - Fraud and extortion
    - Harassment/stalking
    - Child Sexual Abuse Material (CSAM)
    - Child Sexual Exploitation Grooming
    - Extreme Pornography
    - Sale of illegal materials/substances
    - Cyber or hacking (offences under the Computer Misuse Act)
    - Copyright theft or piracy
- any concern about staff misuse will be reported to the Headteacher, unless the concern involves the Headteacher, in which case the complaint is referred to the Chair of Trustees and the local authority / MAT
- where AI is used to support monitoring and incident reporting, human oversight is maintained to interpret nuances and context that AI might miss

- that, where a concern has been raised and where there is no suspected illegal activity, devices may be checked using the following procedures:
  - one or more senior members of staff should be involved in this process. This is vital to protect individuals if accusations are subsequently reported.
  - conduct the procedure using a designated device that will not be used by pupils and, if necessary, can be taken off site by the police should the need arise (should illegal activity be subsequently suspected). Use the same device for the duration of the procedure.
  - ensure that the relevant staff have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
  - record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed, and attached to the form
  - once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does, then appropriate action will be required and could include the following:
    - internal response or discipline procedures
    - involvement by local authority / MAT (as relevant)
    - police involvement and/or action
- it is important that those reporting an online safety incident have confidence that the report will be treated seriously and dealt with effectively
- there are support strategies in place e.g., peer support for those reporting or affected by an online safety incident
- incidents should be logged on CPOMs under the E-Safety category
- relevant staff are aware of external sources of support and guidance in dealing with online safety issues, e.g. local authority; police; Professionals Online Safety Helpline; Reporting Harmful Content; CEOP.
- those involved in the incident will be provided with feedback about the outcome of the investigation and follow up actions (as relevant)
- learning from the incident (or pattern of incidents) will be provided (as relevant and anonymously) to:
  - the Online Safety Group for consideration of updates to policies or education programmes and to review how effectively the report was dealt with
  - staff, through regular briefings
  - pupils, through assemblies/lessons
  - parents/carers, through newsletters, school social media, website
  - governors, through regular safeguarding updates
  - *local authority/external agencies, as relevant*

The school will make the flowchart in appendix A10 - Responding to incidents of misuse – flow chart- available to staff to support the decision-making process for dealing with online safety incidents.

School actions

It is more likely that the school will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the school community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures as follows:

Responding to Pupil Actions

Incidents:	Refer to class teacher	Refer to Headteacher	Refer to Police	Refer to technical support staff for action re filtering / security etc	Inform parents / carers	Removal of network / internet access rights	Warning	Further sanction
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities).		X	X					
Unauthorised use of non-educational sites during lessons	X						X	
Unauthorised use of mobile phone / digital camera / other mobile device	X	X			X			
Unauthorised use of social media / messaging apps / personal email	X				X		X	
Unauthorised downloading or uploading of files	X			X				
Allowing others to access school network by sharing username and passwords	X						X	
Attempting to access or accessing the school network, using another student's / pupil's account	X						X	
Attempting to access or accessing the school network, using the account of a member of staff		X		x	X			X
Corrupting or destroying the data of other users				X				X
Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature		X	X		X			X
Continued infringements of the above, following previous warnings or sanctions		X		X				X
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school		X		X				X
Using proxy sites or other means to subvert the academy's filtering system					X		X	
Accidentally accessing offensive or pornographic material and failing to report the incident		X	X	X	X		X	X
Deliberately accessing or trying to access offensive or pornographic material		X	X		X			X
Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act		X						X

Responding to Staff Actions

Incidents:	Refer to line manager	Refer to Headteacher	Refer to Local Authority / HR	Refer to Police	Refer to Technical Support Staff for action re filtering etc	Warning	Suspension	Disciplinary action
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities).	X	X		X				X
Actions which breach data protection or network / cyber-security rules.	X	X				X		
Inappropriate personal use of the internet / social media / personal email	X	X				X		
Unauthorised downloading or uploading of files	X				X	X		
Breaching copyright/ intellectual property or licensing regulations (including through the use of AI systems)	X				X	X		
Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person's account	X				X	X		
Careless use of personal data eg holding or transferring data in an insecure manner	X					X		
Deliberate actions to breach data protection or network security rules		X			X	X		X
Corrupting or destroying the data of other users or causing deliberate damage to hardware or software		X			X	X		X
Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature		X	X	X			X	X
Using personal email / social networking / instant messaging / text messaging to carrying out digital communications with students / pupils		X	X					X
Actions which could compromise the staff member's professional standing		X	X					X
Actions which could bring the school into disrepute or breach the integrity of the ethos of the school		X					X	
Using proxy sites or other means to subvert the school's filtering system	X					X	X	
Accidentally accessing offensive or pornographic material and failing to report the incident		X	X		X			
Deliberately accessing or trying to access offensive or pornographic material				X			X	
Breaching copyright or licensing regulations		X						X
Continued infringements of the above, following previous warnings or sanctions		X					X	X

The use of Artificial Intelligence (AI) systems in School

As Generative Artificial Intelligence (gen AI) continues to advance and influence the world we live in, its role in education is also evolving. There are currently 3 key dimensions of AI use in schools: learner support, teacher support and school operations; ensuring all use is safe, ethical and responsible is essential.

We realise that there are risks involved in the use of Gen AI services, but that these can be mitigated through our existing policies and procedures, amending these as necessary to address the risks.

We will educate staff and learners about safe and ethical use of AI, preparing them for a future in which these technologies are likely to play an increasing role.

The safeguarding of staff and learners will, as always, be at the forefront of our policy and practice.

AI Policy Statements

- The school acknowledges the potential benefits of the use of AI in an educational context - including enhancing learning and teaching, improving outcomes, improving administrative processes, reducing workload and preparing staff and learners for a future in which AI technology will be an integral part. Staff are encouraged to use AI based tools to support their work where appropriate, within the frameworks provided below and are required to be professionally responsible and accountable for this area of their work.

- We will comply with all relevant legislation and guidance, with reference to guidance contained in Keeping Children Safe in Education and UK GDPR

- We will provide relevant training for staff and governors in the advantages, use of and potential risks of AI. We will support staff in identifying training and development needs to enable relevant opportunities.

- We will seek to embed learning about AI as appropriate in our curriculum offer, including supporting learners to understand how gen AI works, its potential benefits, risks, and ethical and social impacts. The school recognises the importance of equipping learners with the knowledge, skills and strategies to engage responsibly with AI tools.

- As set out in the staff acceptable use agreement, staff will be supported to use AI tools responsibly, ensuring the protection of both personal and sensitive data. Staff should only input anonymised data to avoid the exposure of personally identifiable or sensitive information.

- Staff will always ensure that AI tools used comply with UK GDPR and other data protection regulations. They must verify that tools meet data security standards before using them for work related to the school.

- Only those AI technologies approved by the school may be used. Staff should always use school-provided AI accounts for work purposes. These accounts are configured to comply with organisational security and oversight requirements, reducing the risk of data breaches.

- We will protect sensitive information. Staff must not input sensitive information, such as internal documents or strategic plans, into third-party AI tools unless explicitly vetted for that purpose. They must always recognise and safeguard sensitive data.

- The school will ensure that when AI is used, it will not infringe copyright or intellectual property conventions – care will be taken to avoid intellectual property, including that of the learners, being used to train generative AI models without appropriate consent.

- AI incidents must be reported promptly. Staff must report any incidents involving AI misuse, data breaches, or inappropriate outputs immediately to the relevant internal teams. Quick reporting helps mitigate risks and facilitates a prompt response.

- The school will audit all AI systems in use and assess their potential impact on staff, learners and the school's systems and procedures, creating an AI inventory listing all tools in use, their purpose and potential risks. (Risk assessment matrices are attached as an appendix)

- We are aware of the potential risk for discrimination and bias in the outputs from AI tools and have in place interventions and protocols to deal with any issues that may arise. When procuring and implementing AI systems, we will follow due care and diligence to prioritise fairness and safety.

- The school will support parents and carers in their understanding of the use of AI in the school (this could be through an "AI in our school guide")

- AI tools may be used to assist teachers in the assessment of learners' work, identification of areas for improvement and the provision of feedback. Teachers may also support learners to gain feedback on their own work using AI

- In order to maintain transparency in AI-Generated Content, staff should ensure that documents, emails, presentations, and other outputs influenced by AI include clear labels or notes indicating AI assistance. Clearly marking AI-generated content helps build trust and ensures that others are informed when AI has been used in communications or documents.

- We will prioritise human oversight. AI should assist, not replace, human decision-making. Staff must ensure that final judgments, particularly those affecting people, are made by humans and critically evaluate AI-generated outputs. They must ensure that all AI-generated content is fact-checked and reviewed for accuracy before sharing or publishing. This is especially important for external communication to avoid spreading misinformation.

- Improper use of AI tools, including breaches of data protection standards, misuse of sensitive information, or failure to adhere to this agreement, will be subject to disciplinary action as defined in Staff Disciplinary Policy.

Online Safety Education Programme

Online safety should be a focus in all areas of the curriculum and staff should reinforce online safety messages across the curriculum. The online safety curriculum should be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:

- a planned online safety curriculum for all year groups matched against a nationally agreed framework e.g. Education for a Connected Work Framework by UKCIS/DCMS and regularly taught in a variety of contexts.
- lessons are matched to need; are age-related and build on prior learning
- lessons are context-relevant with agreed objectives leading to clear and evidenced outcomes
- learner need and progress are addressed through effective planning and assessment – Use of Project Evolve as an intervention to support those that struggle with online issues
- digital competency is planned and effectively threaded through the appropriate digital pillars in other curriculum areas e.g. PHSE; SRE; Literacy etc
- the curriculum incorporates/makes use of relevant local and national initiatives and opportunities e.g. Safer Internet Day and Anti-bullying week

- the programme will be accessible to pupils at different ages and abilities such as those with additional learning needs or those with English as an additional language.
- pupils should be taught in all lessons to be critically aware of the materials/content they access online and be guided to validate the accuracy of information (including where the information is gained from Artificial Intelligence services)
- pupils should be taught to acknowledge the source of information used and to respect copyright / intellectual property when using material accessed on the internet and particularly through the use of Artificial Intelligence services
- vulnerability is actively addressed as part of a personalised online safety curriculum e.g., for victims of abuse and SEND.
- pupils should be helped to understand the need for the learner acceptable use agreement and encouraged to adopt safe and responsible use both within and outside school. Acceptable use is reinforced across the curriculum, with opportunities to discuss how to act within moral and legal boundaries online, with reference to the Computer Misuse Act 1990. Lessons and further resources are available on the CyberChoices site.
- staff should act as good role models in their use of digital technologies, the internet and mobile devices
- in lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
- where pupils are allowed to freely search the internet, staff should be vigilant in supervising the learners and monitoring the content of the websites / tools (including AI systems) the pupils visit
- it is accepted that from time to time, for good educational reasons, students may need to research topics, (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff should be able to request the temporary removal of those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need
- the online safety education programme should be relevant and up to date to ensure the quality of learning and outcomes.

For an overview of how the PSHE and Computing curriculums meet the needs of Online Safety please see appendix A1 ‘Online Safety Curriculum – PSHE and Computing’

Contribution of Pupils

The school acknowledges, learns from, and uses the skills and knowledge of pupils in the use of digital technologies. We recognise the potential for this to shape the online safety strategy for the school community and how this contributes positively to the personal development of young people. Their contribution is recognised through:

- mechanisms to canvass pupil feedback and opinion.
- appointment of digital leaders
- the Online Safety Group has pupil representation – Digital Leaders
- pupils contribute to the online safety education programme e.g. peer education, online safety campaigns
- pupils designing/updating acceptable use agreements

- pupils contributing to online safety events with the wider school community e.g. parents' evenings, family learning programmes etc.

Staff/volunteers

All staff will receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- a planned programme of formal online safety and data protection (GDPR) training will be made available to all staff via SSS. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out regularly which will include a record of attendance, when policies have been read and INSETs held
- the training will be an integral part of the school's annual safeguarding, data protection and cyber-security training for all staff
- all new staff will receive online safety training as part of their induction programme, ensuring that they fully understand the school online safety policy and acceptable use agreements. It includes explicit reference to classroom management, professional conduct, online reputation and the need to model positive online behaviours.
- the Online Safety Lead and Designated Safeguarding Lead (or other nominated person) will receive regular updates through attendance at external training events, (e.g. UKSIC / SWGfL / MAT / LA / other relevant organisations) and by reviewing guidance documents released by relevant organisations
- this Online Safety Policy and its updates will be presented to and discussed by staff in SLT/staff meetings/INSET days
- the Designated Safeguarding Lead/Online Safety Lead (or other nominated person) will provide advice/guidance/training to individuals as required.

Governors

Governors should take part in online safety training/awareness sessions, with particular importance for those who are members of any sub-committee/group involved in technology/online safety/health and safety/safeguarding. This may be offered in several ways such as:

- attendance at training provided by the local authority/MAT or other relevant organisation (e.g., SWGfL)
- participation in school training / information sessions for staff or parents

A higher level of training will be made available to (at least) the Online Safety Governor. This will include:

- Cyber-security training (at least at a basic level)
- Training to allow the governor to understand the school's filtering and monitoring provision, in order that they can participate in the required checks and review.

Families

The school will seek to provide information and awareness to parents and carers through:

- regular communication, awareness-raising and engagement on online safety issues, curriculum activities and reporting routes
- regular opportunities for engagement with parents/carers on online safety issues through awareness workshops / parent/carer evenings etc
- the pupils – who are encouraged to pass on to parents the online safety messages they have learned in lessons and by pupils leading sessions at parent/carer evenings.
- letters, newsletters, website,
- high profile events / campaigns e.g. Safer Internet Day
- reference to the relevant web sites/publications, e.g. SWGfL; www.saferinternet.org.uk/; www.childnet.com/parents-and-carers (see Appendix for further links/resources).

Technology

The school is responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. The school should ensure that all staff are made aware of policies and procedures in place on a regular basis and explain that everyone is responsible for online safety and data protection.

Filtering & Monitoring

The school filtering and monitoring provision is agreed by senior leaders, governors and the IT Service Provider and is regularly reviewed (at least annually) and updated in response to changes in technology and patterns of online safety incidents/behaviours

Day to day management of filtering and monitoring systems requires the specialist knowledge of both safeguarding and IT staff to be effective. The DSL will have lead responsibility for safeguarding and online safety and the IT service provider will have technical responsibility

The filtering and monitoring provision is reviewed annually by senior leaders, the Designated Safeguarding Lead and a governor with the involvement of the IT Service Provider.

- checks on the filtering and monitoring system are carried out by the IT Service Provider with the involvement of a senior leader, the Designated Safeguarding Lead and a governor, in particular when a safeguarding risk is identified, there is a change in working practice, e.g. remote access or Bring Your Own Device (BYOD) or new technology is introduced e.g. using **SWGfL Test Filtering**

Filtering

Introduction to Filtering

The filtering of internet content provides an important means of preventing users from accessing material that is illegal or is inappropriate in an educational context. The filtering system cannot, however, provide a 100% guarantee that it will do so, as online content changes dynamically and new technologies are constantly being developed. It is important, therefore, to understand that filtering is only one element in a larger strategy for online safety and acceptable use. It is important that the school has a filtering policy to manage the associated risks and to provide preventative measures which are relevant to the situation in this school.

Filtering Procedures

The DfE Technical Standards for Schools and Colleges states:

"Schools and colleges have a statutory responsibility to keep children and young people safe online as well as offline. Governing bodies and proprietors should make sure their school or college has appropriate filtering and monitoring systems in place, as detailed in the statutory guidance, Keeping Children Safe in Education.

Filtering is preventative. It refers to solutions that protect users from accessing illegal, inappropriate and potentially harmful content online. It does this by identifying and blocking specific web links and web content in the form of text, images, audio and video.

These standards help school and college leaders, designated safeguarding leads and IT support understand how to work together to make sure they can effectively safeguard their students and staff."

- a member of the SLT and a governor, are responsible for ensuring these standards are met. Roles and responsibilities of staff and third parties, for example, in-house or third-party IT support are clearly defined
- the school manages access to content across its systems for all users and on all devices using the school's internet provision. The filtering provided (Sophos) meets the standards defined in the DfE Filtering standards for schools and colleges and the guidance provided in the UK Safer Internet Centre Appropriate filtering.
- illegal content (e.g., child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation URL list and the police assessed list of unlawful terrorist content, produced on behalf of the Home Office. Content lists are regularly updated
- there are established and effective routes for users to report inappropriate content, recognising that no system can be 100% effective. These are acted upon in a timely manner, within clearly established procedures
- there is a clear process in place to deal with, and log, requests/approvals for filtering changes (see below for more details)
- filtering logs are regularly reviewed and alert the Designated Safeguarding Lead to breaches of the filtering policy, which are then acted upon.
- there are regular checks of the effectiveness of the filtering systems. Checks are undertaken across a range of devices at least termly and the results recorded and analysed to inform and improve provision. The DSL and Governor are involved in the process and aware of the findings. (As a school we use SWGfL Testfiltering.com to carry out these checks)
- devices that are provided by the school have school-based filtering applied irrespective of their location.
- the school has (where possible) provided enhanced/differentiated user-level filtering (allowing different filtering levels for different abilities/ages/stages and different groups of users: staff/pupils, etc.)
- younger pupils will use child friendly/age-appropriate search engines e.g. SWGfL Swiggle
- *the school has a mobile phone policy and where personal mobile devices have internet access through the school network, content is managed in ways that are consistent with school policy and practice.*

- access to content through non-browser services (e.g. apps and other mobile technologies) is managed in ways that are consistent with school policy and practice.

If necessary, the school will seek advice from, and report issues to, the SWGfL Report Harmful Content site.

Monitoring

Introduction to Monitoring

Monitoring user activity on school devices is an important part of providing a safe environment for children and staff. Unlike filtering, it does not stop users from accessing material through internet searches or software. Monitoring allows you to review user activity on school and college devices. For monitoring to be effective it must pick up incidents urgently, usually through alerts or observations, allowing you to take prompt action and record the outcome.

The DfE Technical Standards for Schools and Colleges states:

"Monitoring is reactive. It refers to solutions that monitor what users are doing on devices and, in some cases, records this activity. Monitoring can be manual, for example, teachers viewing screens as they walk around a classroom. Technical monitoring solutions rely on software applied to a device that views a user's activity. Reports or alerts are generated based on illegal, inappropriate, or potentially harmful activities, including bullying. Monitoring solutions do not block users from seeing or doing anything."

The school follows the UK Safer Internet Centre Appropriate Monitoring guidance.

The school has monitoring systems in place, agreed by senior leaders and technical staff, to protect the school, systems and users:

- The school monitors all network use across all its devices and services.
- Monitoring reports are urgently picked up, acted on and outcomes are recorded by the Designated Safeguarding Lead, all users are aware that the network (and devices) are monitored.
- There are effective protocols in place to report abuse/misuse. There is a clear process for prioritising response to alerts that require rapid safeguarding intervention.
- Management of serious safeguarding alerts is consistent with safeguarding policy and practice.
- The monitoring provision is reviewed at least once every academic year and updated in response to changes in technology and patterns of online safety incidents and behaviours. The review should be conducted by members of the senior leadership team, the designated safeguarding lead, and technical staff. It will also involve the responsible governor. The results of the review will be recorded and reported as relevant.
- Devices that are provided by the school have school-based monitoring applied irrespective of their location.
- Monitoring enables alerts to be matched to users and devices.
- Where AI –supported monitoring is used, the purpose and scope of this is clearly communicated

The school follows the UK Safer Internet Centre Appropriate Monitoring guidance and protects users and school systems through the use of the appropriate blend of strategies informed by the school's risk assessment. These may include:

- physical monitoring (adult supervision in the classroom)
- internet use is logged, regularly monitored and reviewed
- filtering logs are regularly analysed and breaches are reported to senior leaders
- pro-active alerts inform the school of breaches to the filtering policy, allowing effective intervention.
- where possible, school technical staff regularly monitor and record the activity of users on the school technical systems
- use of a third-party assisted monitoring service (Senso) to review monitoring logs and report issues to school monitoring lead(s)

Filtering and Monitoring Responsibilities

DfE Filtering Standards require that schools and colleges identify and assign roles and responsibilities to manage your filtering and monitoring systems, and include

Role	Responsibility	Name / Position
Responsible Governor	Strategic responsibility for filtering and monitoring and need assurance that the standards are being met.	Sarah Drake – Safeguarding Governor
Senior Leadership/Online Safety Lead	Team Member Responsible for ensuring these standards are met and: • procuring filtering and monitoring systems • documenting decisions on what is blocked or allowed and why • reviewing the effectiveness of our provision • overseeing reports Ensure that all staff: • understand their role • are appropriately trained • follow policies, processes and procedures • act on reports and concerns	Alec Smith – Deputy Headteacher (OSL)/Deputy Safeguarding Lead Adam Pattenden – Deputy Headteacher (Deputy OSL)/Deputy Safeguarding Lead
Designated Safeguarding Lead	Lead responsibility for safeguarding and online safety, which could include overseeing and acting on: • filtering and monitoring reports • safeguarding concerns • checks to filtering and monitoring systems	Sarah Rudd – Executive Headteacher/DSL Tom Rudd – Assistant Headteacher/DSL
IT Service Provider	Technical responsibility for: • maintaining filtering and monitoring systems • providing filtering and monitoring reports	One Education

	• completing actions following concerns or checks to systems	
All staff need to be aware of reporting mechanisms for safeguarding and technical concerns. They should 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	▨

Changes to Filtering and Monitoring Systems

If a change to the filtering system is required, then staff should request this change as follows:

- put in to writing via email a request to change the filtering to ICT Support and OSL, explaining why you would like filtering to change (i.e. allow/deny access to a specific website) and the reasons for this using appendix B2 form template to unblock/block a specific website(s)
- this will then be reviewed by the OSL in collaboration with One Education ICT Support
- this change may be denied if we feel that doing so would breach the online safety of pupils in school, or enable a wider audience to breach AUPs or cause unnecessary restraints on computer use
- any requests and the actions from them, will be recorded for any auditing or reporting purpose.

Filtering and Monitoring Review and Checks

To understand and evaluate the changing needs and potential risks of the school, the filtering and monitoring provision will be reviewed at least annually. The review will be conducted by members of the senior leadership team, the designated safeguarding lead (DSL), and the IT service provider. Additional checks to filtering and monitoring will be informed by the review process so that governors have assurance that systems are working effectively and meeting safeguarding obligations.

Reviewing the filtering and monitoring provision

A review of filtering and monitoring will be carried out to identify the current provision, any gaps, and the specific needs of learners and staff.

The review will take account of:

- the risk profile of learners, including their age range, pupils with special educational needs and/or disability (SEND), pupils with English as an additional language (EAL)
- what the filtering system currently blocks or allows and why
- any outside safeguarding influences, such as county lines
- any relevant safeguarding reports
- the digital resilience of learners
- teaching requirements, for example, the RHSE and PSHE curriculum
- the specific use of chosen technologies, including Bring Your Own Device (BYOD)
- what related safeguarding or technology policies are in place
- what checks are currently taking place and how resulting actions are handled

To make the filtering and monitoring provision effective, the review will inform:

- related safeguarding or technology policies and procedures
- roles and responsibilities
- training of staff
- curriculum and learning opportunities
- procurement decisions
- how often and what is checked
- monitoring strategies

The review will be carried out as a minimum annually, or when:

- a safeguarding risk is identified
- there is a change in working practice, e.g. remote access or BYOD
- new technology is introduced

Checking the filtering and monitoring systems

Checks to filtering and monitoring systems are completed and recorded as part of the filtering and monitoring review process. How often the checks take place will be based on the context, the risks highlighted in the filtering and monitoring review, and any other risk assessments. Checks will be undertaken from both a safeguarding and IT perspective.

When filtering and monitoring systems are checked this should include further checks to verify that the system setup has not changed or been deactivated. Checks are performed on a range of:

- school owned devices and services, including those used off site
- geographical areas across the site
- user groups, for example, teachers, pupils and guests

Logs of checks are kept so they can be reviewed. These record:

- when the checks took place
- who did the check
- what was tested or checked
- resulting actions

The SWGfL Filtering Standards checklist may be helpful. As a school we regularly test our filtering for protection against illegal materials at: SWGfL Test Filtering

Training/Awareness

It is a statutory requirement in England that staff receive training, at least annually, about safeguarding, child protection, online safety and filtering and monitoring. Furthermore, in order to protect personal and sensitive data, governors, senior leaders, staff and pupils should receive training about information security and data protection, at least annually.

Governors, Senior Leaders and staff are made aware of the expectations of them:

- at induction
- at whole-staff/governor training
- through the awareness of policy requirements
- through the acceptable use agreements
- in regular updates throughout the year

Those with specific responsibilities for filtering and monitoring (Responsible Governor, DSL, OSL or other relevant persons) will receive enhanced training to help them understand filtering and monitoring systems and their implementation and review.

Pupils are made aware of the expectations of them:

- in lessons, particularly at the beginning of the year through the E-Safety units on Purple Mash
- through the acceptable use agreements

Parents will be informed of the school's filtering policy through the acceptable use agreement and through online safety awareness sessions/newsletter etc.

Audit/Monitoring/Reporting/Review

Governors/SLT/DSL/OSL will ensure that full records are kept of:

- Training provided
- User Ids and requests for password changes
- User logons
- Security incidents related to this policy
- Annual online safety reviews including filtering and monitoring
- Changes to the filtering system
- Checks on the filtering and monitoring systems

These may be through the reporting functions on Sophos and Senso, as well as CPOMs.

Technical Security

The school technical systems will be managed in ways that ensure that the school meets recommended standards in the DfE Technical Standards for Schools and Colleges:

- responsibility for technical security resides with SLT who may delegate activities to identified roles.
- a documented access control model is in place, clearly defining access rights to school systems and devices. This is reviewed annually. All users (staff and learners) have responsibility for the security of their username and password and must not allow other users to access the systems using their log on details. Users must immediately report any suspicion or evidence that there has been a breach of security
- password policy and procedures are implemented (please see below section)
- the security of their username and password and must not allow other users to access the systems using their log on details.
- all users have responsibility for the security of their username and password and must not allow other users to access the systems using their log on details.
- all school networks and system will be protected by secure passwords. Passwords must not be shared with anyone.
- the administrator passwords for school systems are kept in a secure place, e.g. school safe.
- there is a risk-based approach to the allocation of learner usernames and passwords.
- there will be regular reviews and audits of the safety and security of school technical systems using the Cyber Secure self-assessment tool.
- servers, wireless systems and cabling are securely located and physical access restricted
- cyber security is included in the school risk register.
- appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems and devices from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly by the IT provider. The school infrastructure and individual workstations are protected by up-to-date endpoint software.
- there are rigorous and verified back-up routines, including the keeping of network-separated (air-gapped) copies off-site or in the cloud,
- Computer lead and One Education IT support are responsible for ensuring that all software purchased by and used by the school is adequately licenced and that the latest software updates (patches) are applied.
- an appropriate system is in place for users to report any actual/potential technical incident/security breach to the relevant person, as agreed
- use of school devices out of school and by family members is regulated by an acceptable use statement that a user consents to when the device is allocated to them
- personal use of any device on the school network is regulated by acceptable use statements that a user consents to when using the network
- staff members are not permitted to install software on a school-owned devices without the consent of the SLT/IT service provider

- removable media is not permitted unless approved by the SLT/IT service provider, and the removable device can be encrypted
- by default, users do not have administrator access to any school-owned device.
- systems are in place to control and protect personal data and data is encrypted at rest and in transit.
- mobile device security and management procedures are in place (Jamf for iPads)
- guest users are provided with appropriate access to school systems based on an identified risk profile.
- systems are in place that prevent the unauthorised sharing of personal / sensitive data unless safely encrypted or otherwise secured.
- care will be taken when using Artificial Intelligence services to avoid the input of sensitive information, such as personal data, internal documents or strategic plans, into third-party AI systems unless explicitly vetted for that purpose. Staff must always recognise and safeguard sensitive data.
- dual-factor authentication is used for sensitive data or access outside of a trusted network
- where AI services are used for technical security, their effectiveness is regularly reviewed, updated and monitored for vulnerabilities.
- where AI services are used, the school will work with suppliers to understand how these services are trained and will regularly review flagged incidents to ensure equality for all users e.g. avoiding bias

Password Security

A safe and secure username/password system is essential if the above is to be established and will apply to all school technical systems, including networks, devices, email and learning platforms. You can find out more about passwords from the National Cyber Security Centre and SWGfL "Why password security is important".

- The password policy and procedures reflect NCSC and DfE advice/guidance.
- The use of passwords is reduced wherever possible, for example, using Multi-Factor Authentication (MFA) or (Single Sign On) SSO.
- Security measures are in place to reduce brute-force attacks and common passwords are blocked.
- School networks and system will be protected by secure passwords.
- Passwords are encrypted by the system to prevent theft.
- Passwords do not expire and the use of password managers is encouraged.
- Complexity requirements (e.g. capital letter, lower case, number, special character) are not used.
- Users are able to reset their password themselves where possible.
- All passwords are at least 12 characters long and users are encouraged to use 3 random words.
- Passwords are immediately changed in the event of a suspected or confirmed compromise.
- No default passwords are in use. All passwords provided "out of the box" are changed to a unique password by the IT Service Provider.
- All accounts with access to sensitive or personal data (e.g. CPOMs) are protected by **Multi-Factor Authentication methods.**
- A copy of administrator passwords is kept in a secure location.
- All users (adults and pupils) 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 must not be shared with anyone.

Pupil passwords:

- For younger children and those with special educational needs, learner usernames and passwords can be kept in an electronic or paper-based form, but they must be securely kept when not required by the user.
- Pupils are encouraged to set passwords with an increasing level of complexity. Passwords using three random words and with a length of over 12 characters are considered good practice.
- Users will be required to change their password if it is compromised. (Note: passwords should not be regularly changed but should be secure and unique to each account.)
- Learners will be taught the importance of password security, this should include how passwords are compromised, and why these password rules are important.

Computer Misuse and Cyber Choices

All key stakeholders, including the school IT service provider, have responsibility for the safeguarding of young people from computer misuse and are aware of the Cyber Choices programme led by the National Crime Agency (NCA) and managed locally by Regional Organised Crime Units (part of the national policing network). The risks to young people of crossing the line into committing cybercrimes is a safeguarding issue.

All staff are made aware of the safeguarding risks of computer misuse.

All staff are familiar with the NCA Hacking it Legal Leaflet, which explains Cyber Choices and the Computer Misuse Act 1990, and lists recommended resources for teachers to use.

Staff are aware of the role of their local Regional Organised Crime Unit as their point of contact for Cyber Choices referrals.

Learners agree to the Acceptable Use Policy (AUP) which outlines acceptable online behaviours and explains that some online activity is illegal. Acceptable computer use is reinforced across the curriculum, with opportunities to discuss how to act within moral and legal boundaries online, with reference to the Computer Misuse Act 1990. Lessons and further resources are available on the NCA Cyber Choices site.

Any breach of the AUP or activity by a learner that may constitute a cybercrime, in school or at home, will be referred to the Designated Safeguarding Lead for consideration as a safeguarding risk.

Where the DSL believes that the learner may be at risk of committing cybercrimes, or to already be committing cybercrimes, a referral to the local Cyber Choices programme will be made (contact details for all Regional Organised Crime Units are available in the “what to do if you’re concerned” section at the bottom of the NCA Cyber Choices page). Where the DSL is unsure if a learner meets the referral criteria, advice should be sought from the local Cyber Choices team.

Parents also have the opportunity to report potential cybercrime directly to the local Cyber Choices team but are recommended to make school-based concerns through the DSL.

The IT service provider is aware of the safeguarding requirement to refer concerns about computer misuse to the Designated Safeguarding Lead and has a clear process to follow in order to do so.

Mobile technologies

We recognise personal communication through mobile technologies is an accepted part of everyday life and we acknowledge that we have a duty to ensure that mobile phones are used responsibly at this school.

We understand parents/carers give their children mobile phones to protect them from everyday risks involving personal security and safety and that it gives parents the reassurance that they can contact their child instantly. We believe children should not bring their mobile phones into school with the intention of being used on school grounds during the school day. We feel that mobile phones can cause disruption in lessons, the possibility of theft, loss or damage and also the possibility of child protection issues. Therefore, we require a child, who brings their phone into school, to then hand it into the school office or to the class teacher immediately on their arrival. Once handed into their class teacher, the teacher will then secure the phone in a secure box, locked in a secure room/cupboard. Parents will be contacted immediately if a child breaks this rule and will be asked to collect the mobile phone from the school office. For more details, please see the Searching and Confiscation Policy.

We believe parents and all school visitors have a responsibility not to use their mobile phones on school premises for the making or the receiving of phone calls and especially for the taking of photographs unless in the case of an emergency.

During the school day school personnel are also restricted on the use of their mobile devices, for further information see school social media and acceptable use policies. These can be found www.newallgreen.manchester.sch.uk.

However, school personnel's phones will remain switched on for health & safety reasons eg: if on the field and there is an urgent need to contact them. It is the responsibility of all school personnel to keep their mobile phones securely stored. School personnel are not allowed to use their own personal phones to take pictures of children

The school acceptable use agreements for staff, pupils, parents, and carers outline the expectations around the use of mobile technologies.

The school allows:

	School devices			**Personal devices**		
	School owned for individual use	School owned for multiple users	Authorised device[2]	Student owned	Staff owned	Visitor owned
Allowed in school	Yes	Yes	Yes	Yes	Yes	Yes
Full network access	Yes	Yes	No	No	Yes – with permission	No

[2] Authorised device – purchased by the pupil/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school.

Internet only	Yes	Yes	Yes	No	Yes – with permission	Yes
No network access	Yes	Yes	Yes	Yes	Yes	Yes

Social media

The school provides the following measures to ensure reasonable steps are in place to minimise risk of harm to pupils through:

- ensuring that personal information is not published.
- education/training being provided including acceptable use, age restrictions, social media risks, digital and video images policy, checking of settings, data protection and reporting issues.
- clear reporting guidance, including responsibilities, procedures, and sanctions.
- risk assessment, including legal risk.
- guidance for pupils, parents/carers

School staff should ensure that:

- No reference should be made in social media to pupils, parents/carers or school staff.
- they do not engage in online discussion on personal matters relating to members of the school community.
- personal opinions should not be attributed to the school.
- security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.
- they act as positive role models in their use of social media

When official school social media accounts are established, there should be:

- a process for approval by senior leaders
- clear processes for the administration, moderation, and monitoring of these accounts – involving at least two members of staff
- a code of behaviour for users of the accounts
- systems for reporting and dealing with abuse and misuse
- understanding of how incidents may be dealt with under school disciplinary procedures.

Personal use

- personal communications are those made via personal social media accounts. In all cases, where a personal account is used which associates itself with, or impacts on, the school it must be made clear that the member of staff is not communicating on behalf of the school with an appropriate disclaimer. Such personal communications are within the scope of this policy
- personal communications which do not refer to or impact upon the school are outside the scope of this policy
- where excessive personal use of social media in school is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken
- *the school permits reasonable and appropriate access to personal social media sites during school hours*

Monitoring of public social media

- As part of active social media engagement, the school may pro-actively monitor the internet for public postings about the school.
- the school should effectively respond to social media comments made by others according to a defined policy or process.
- when parents/carers express concerns about the school on social media we will urge them to make direct contact with the school, in private, to resolve the matter. Where this cannot be resolved, parents/carers should be informed of the school complaints procedure.

School use of social media for professional purposes will be checked regularly by a senior leader and the Online Safety Lead to ensure compliance with the social media, data protection, communications, digital image and video policies. In the event of any social media issues that the school is unable to resolve, support may be sought from the Professionals Online Safety Helpline.

Digital and video images

The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

- the school may use live-streaming or video-conferencing services in line with national and local safeguarding guidance / policies.
- when using digital images, staff will inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of images.
- staff/volunteers must be aware of those pupils whose images must not be taken/published. Those images should only be taken on school devices. The personal devices of staff should not be used for such purposes
- in accordance with guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use in not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other *pupils* in the digital/video images
- staff and volunteers are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, storage, distribution and publication of those images
- care should be taken when sharing digital/video images that pupils are appropriately dressed
- pupils must not take, use, share, publish or distribute images of others without their permission
- photographs published on the website, or elsewhere that include pupils will be selected carefully and will comply with Online Safety Policy
- pupils' full names will not be used anywhere on a website or blog, particularly in association with photographs.
- written permission from parents or carers will be obtained before photographs of pupils are taken for use in school or published on the school website/social media. Permission is not required for images taken solely for internal purposes
- parents/carers will be informed of the purposes for the use of images, how they will be stored and for how long – in line with the school data protection policy
- images will be securely stored in line with the school retention policy

Online Publishing

The school communicates with parents/carers and the wider community and promotes the school through:

- Public-facing website
- Social media
- Online newsletters
- Tapestry
- School Spider

The school website is hosted by School Spider and managed by school. The school ensures that the online safety policy has been followed in the use of online publishing e.g., use of digital and video images, copyright, identification of young people, publication of school calendars and personal information – ensuring that there is least risk to members of the school community, through such publications.

Where pupil work, images or videos are published, their identities are protected, and full names are not published.

The school public online publishing provides information about online safety e.g., publishing the school's Online Safety Policy and acceptable use agreements; curating latest advice and guidance; news articles etc, creating an online safety page on the school website.

On a child's entry to the school, all parents/guardians will be asked to give permission to use their child's work/photos in the following ways:

- on the school web site
- in the school prospectus and other printed publications that the school may produce for promotional purposes
- recorded/ transmitted on a video or webcam
- in display material that may be used in the school's communal areas
- in display material that may be used in external areas, ie exhibition promoting the school
- General media appearances,
- local/ national media/ press releases sent to the press highlighting an activity (sent using traditional methods or electronically)

This consent form is considered valid for the entire school year once the planner and consent form page has been filled in, unless there is a change in the child's circumstances where consent could be an issue, e.g. divorce of parents, custody issues, etc.

Parents/ carers may withdraw permission, in writing, at any time. Where two parents have legal responsibility for a child, consent has to be given by them both in order for it to be deemed valid. Pupils' names will not be published alongside their image and vice versa.

Data Protection

Personal data will be recorded, processed, transferred, and made available according to the current data protection legislation.

The school:

- has a Data Protection Policy
- implements the data protection principles and can demonstrate that it does so
- has paid the appropriate fee to the Information Commissioner's Office (ICO)
- has appointed an appropriate Data Protection Officer (DPO) who has effective understanding of data protection law and is free from any conflict of interest
- has a Privacy Notice for parents and Carers – Use of your Child's Personal Data and The Privacy Notice for parents and Carers – Use of your Data, which lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis is listed
- has a Privacy Notice for parents and Carers – Use of your Child's Personal Data and The Privacy Notice for parents and Carers – Use of your Data, which lists exactly what personal data is held, where, why and which member of staff has responsibility for managing it
- will hold the minimum personal data necessary to enable it to perform its function and will not hold it for longer than necessary for the purposes it was collected for. The school 'retention schedule" supports this
- ensures data held is accurate and up to date and is held only for the purpose it was held for. Systems are in place to identify inaccuracies, such as asking parents to check emergency contact details at suitable intervals
- provides staff, parents, volunteers, teenagers, and older children with information about how the school looks after their data and what their rights are in a clear Privacy Notice
- has procedures in place to deal with the individual rights of the data subject, e.g. one of the rights applicable is that of Subject Access which enables an individual to see/have a copy of the personal data held about them
- carries out Data Protection Impact Assessments (DPIA) where necessary e.g. to ensure protection of personal data when accessed using any remote access solutions, or entering into a relationship with a new supplier
- has undertaken appropriate due diligence and has data protection compliant contracts in place with any data processors
- understands how to share data lawfully and safely with other relevant data controllers.
- has clear and understood policies and routines for the deletion and disposal of data
- reports any relevant breaches to the Information Commissioner within 72hrs of becoming aware of the breach as required by law. It also reports relevant breaches to the individuals affected as required by law. In order to do this, it has a policy for reporting, logging, managing, investigating and learning from information risk incidents
- has a Data Protection Policy and Privacy notices which set out how it will deal with FOI requests
- provides data protection training for all staff at induction and appropriate refresher training thereafter. Staff undertaking particular data protection functions, such as handling requests under the individual's rights, will receive training appropriate for their function as well as the core training provided to all staff
- ensures that where AI services are used, data privacy is prioritised

When personal data is stored on any mobile device or removable media the:

- data will be encrypted, and password protected.
- device will be password protected.
- device will be protected by up-to-date endpoint (anti-virus) software

- data will be securely deleted from the device, in line with school policy (below) once it has been transferred or its use is complete.

Staff must ensure that they:

- at all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse
- can recognise a possible breach, understand the need for urgency and know who to report it to within the school
- can help data subjects understand their rights and know how to handle a request whether verbal or written and know who to pass it to in the school
- only use encrypted data storage for personal data
- will not transfer any school personal data to personal devices.
- use personal data only on secure password protected computers and other devices, ensuring that they are properly "logged-off" at the end of any session in which they are using personal data
- transfer data using encryption, a secure email account (this can be through Outlook encrypted emails or Egress), and secure password protected devices.

Cyber Security

The DfE Cyber security standards for schools and colleges explains:

> *"Cyber incidents and attacks have significant operational and financial impacts on schools and colleges. These incidents or attacks will often be an intentional and unauthorised attempt to access, change or damage data and digital technology. They could be made by a person, group, or organisation outside or inside the school or college and can lead to:*
> *• safeguarding issues due to sensitive personal data being compromised*
> *• impact on student outcomes*
> *• a significant data breach*
> *• significant and lasting disruption, including the risk of repeated future cyber incidents and attacks, including school or college closure*
> *• financial loss*
> *• reputational damage"*

The 'Cyber-security in schools: questions for governing bodies and Trustees' guidance produced by the National Cyber Security Centre (NCSC) aims to support governing bodies' and management committees' understanding of their education settings' cyber security risks. The guidance includes eight questions to facilitate the cyber security conversation between the governing body and school leaders, with the governing body taking the lead.

> • the school has reviewed the DfE Cyber security standards for schools and colleges and is working toward meeting these standards

- the school will conduct a cyber-risk assessment annually and review each term
- the school, (in partnership with their technology support partner), has identified the most critical parts of the school's digital and technology services and sought assurance about their cyber security
- the school has an effective backup and restoration plan in place in the event of cyber attacks
- the school's governance and IT policies reflect the importance of good cyber security
- staff and Governors receive training on the common cyber security threats and incidents that schools experience
- the school's education programmes include cyber awareness for learners
- the school has a business continuity and incident management plan in place
- there are processes in place for the reporting of cyber incidents. All students and staff have a responsibility to report cyber risk or a potential incident or attack, understand how to do this feel safe and comfortable to do so.

Accessing learning from home

Home Learning

Whilst we endeavor to have all our students in school and class, we understand that some families and children have circumstances that currently make this unviable. Home learning will be provided for children from families who are identified as high risk.

Families entitled to this service will be dealt with on an individual needs basis.

Virtual Learning

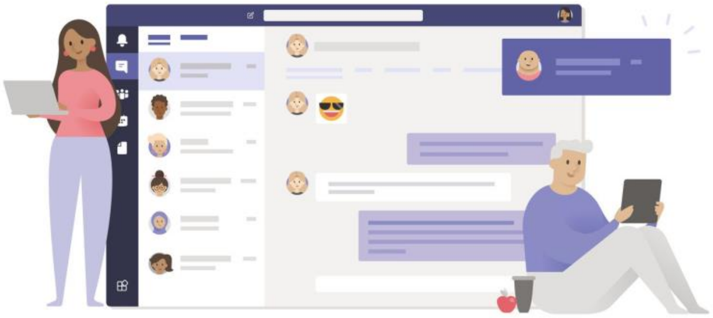
Once the families who need support are enrolled, the child or children will be required to be present for their virtual learning in order to receive their attendance mark for each individual day.
Each day your child or children are learning virtually, they will be expected to complete the following tasks:

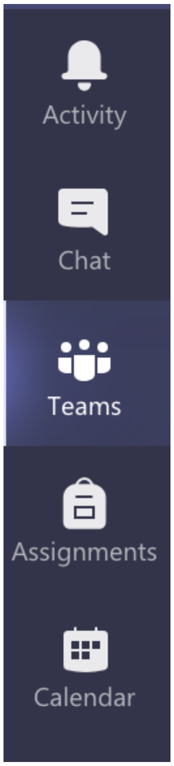
- Attend two interactive, online meetings with their virtual learning teacher to receive input, support and feedback.
- Complete the assigned activities before the end of the school day.
- To be active and online during school hours in case further support or clarifications of misconceptions are needed.

Virtual learning platform

Microsoft Teams

We use Microsoft Teams for all our learning from home needs.





Each child will be provided with their own account which is restricted from any services unsecure for them. Children will be unable to create group meetings or communicate with others therefore this tab (to the left) will be restricted.

The Teams tab permits children to enter their class for group discussion, files of work, updates and assignments.

Work will be found on assignments. Here you can update and edit work, review previous work and see feedback given.

Children will have their own calendar of meetings on this tab. Here children are expected to attend meetings, twice daily.

<u>Other applications to further education</u>

As a school, we aim to support and facilitate learning wherever possible. In order to continue to provide the best provision for our children, we have different services to encourage, reading, spelling and numeracy for use in school, during lessons but also at home.

Each of the following applications require a username and password. Usernames and passwords are available from your child's class teacher.

Spelling Shed

Times Table Rockstars

Reading Eggs

Tapestry

Tapestry is an application used in school to create online learning journals for each individual child. Once a new child is enrolled into our school you will receive the following letter:

Newall Green Primary School
Aiming High To Reach Our Goals
Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2YH
Tel: 0161 437 2872 Fax: 0161 436 2178 www.newallgreen.manchester.sch.uk
Cherry Tree Trust

TAPESTRY
ONLINE LEARNING JOURNAL

You will have received an activation email from Tapestry which you can set up your own password to login with. You will also be asked to set up a 4-digit PIN which you can use on the Tapestry app to quickly log back in once you've initially logged in. Do remember to keep an eye out on your spam/junk folders for this email.

Tapestry allows you to login with a secure username and password so you can view all your children's observations, photographs and videos. You can like and comment on observations that we add for your child and it's also possible for you to add your own observations. Your comments and own observations will allow us to find out about which activities your child really enjoyed and the learning they get up to at home. In The event of a class having to isolate for 2 weeks we will be using it as our virtual learning platform to communicate with you.

It's also possible for you to be notified via email either immediately, daily or weekly if there are new entries for you to view.
All data that is entered to Tapestry is stored securely on their servers. If you are interested in finding out more information about this, you can go to https://tapestry.info/security.

Once we have set you up with an account you will be able to login using any web browser from tapestryjournal.com or by downloading the Tapestry app from the Play or App store, depending on what type of device you are using. Remember, if you are going to use the App version of Tapestry to ensure auto updates are turned on for your device so you always have the most up to date version of the app.

Here is a link to a help video to talk you through it.
https://www.youtube.com/watch?v=n7ROkDnb4I0&list=PLthyVDX1AWQJeGUqAna3ZEhEqbgjdx0Yt
If you have any problems accessing your Tapestry account contact the school on 0161 437 2872 and ask for Sophie Tait. I will help solve the problem.

When you log into **Tapestry** you are agreeing to the following terms:
• As a parent I agree I will not publish or share any observations, photographs, voice notes
or videos from the online learning sessions on any social media site.

- As a parent I agree that communication with the teacher is solely to support my child's learning and is done so in a professional manner.
- I understand that some teachers may have to work at home so responses to questions sent may not be immediate.
- I understand the need to keep all who use online learning safe and I have read the NGPS – keeping children safe online information which can be found on the website.

Tapestry for Parents and Relatives: Web Browser Version Guide

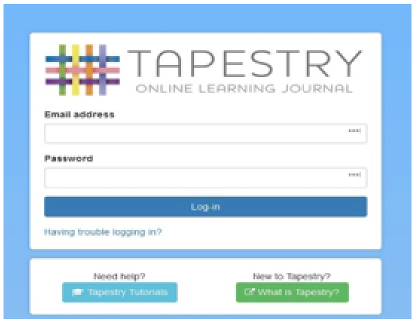
Note on Terminology: 'Setting' is a term meaning Newall Green Primary School

Where to find Tapestry

To access the web browser version of Tapestry go to www.tapestryjournal.com or follow this link if reading a digital version of this guide. You can also use a setting-specific link that staff at your child's setting may have given you. Tapestry does not have high system requirements, but please make sure you update your web browser to the latest version available for the best user experience.

Login Information

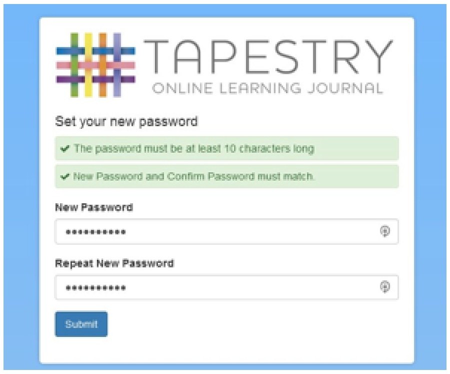
In order to use Tapestry, your setting will have to create a user account for you on the system.
Tapestry support (the customer services team) are unable to create or modify relative accounts; if you have an issue with your Tapestry account please contact your setting. Tapestry support can only directly provide parents and relatives with basic advice on how to use the system.



Your Username: This will be the email address your setting used to register you on Tapestry, for example jparent@example.co.uk.

Your Password:

You will receive an email generated by your setting that contains a link you can follow to set up your own password and PIN number for Tapestry. This link will expire 30 days after it has been sent. If your link has expired or won't work for another reason, please contact your setting manager for assistance.
You can change both your email and password through the browser version of Tapestry whenever you like.


Set your new password

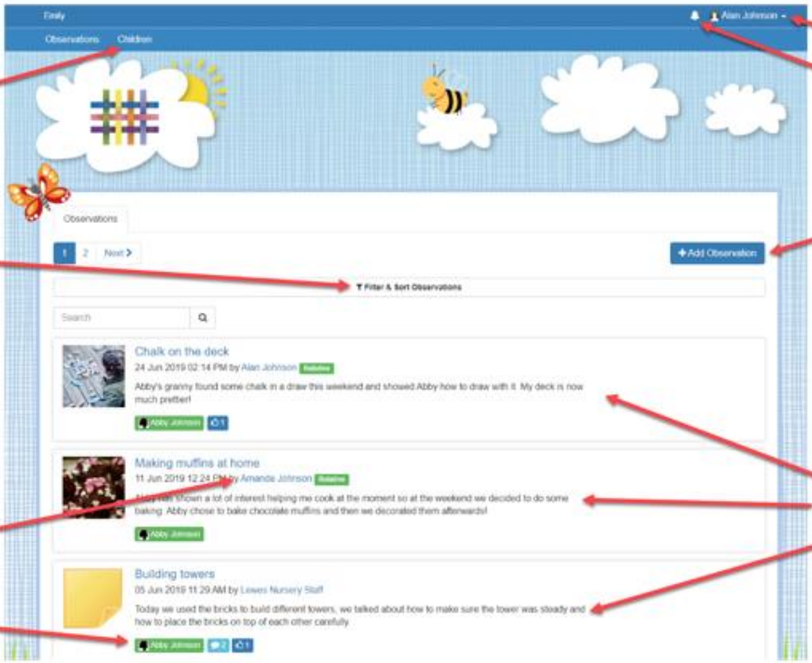
✓ The password must be at least 10 characters long

✓ New Password and Confirm Password must match.

New Password: ••••••••••

Repeat New Password: ••••••••••

Tapestry Browser Version Interface: Observations Screen



Chalk on the deck
24 Jun 2019 02:14 PM by Alan Johnson
Abby's granny found some chalk in a draw this weekend and showed Abby how to draw with it. My deck is now much prettier!

Making muffins at home
11 Jun 2019 12:24 PM by Amanda Johnson
Abby has shown a lot of interest helping me cook at the moment so at the weekend we decided to do some baking. Abby chose to bake chocolate muffins and then we decorated them afterwards!

Building towers
05 Jun 2019 11:29 AM by Lewes Nursery Staff
Today we used the bricks to build different towers, we talked about how to make sure the tower was steady and how to place the bricks on top of each other carefully

Children Tab: This takes you to the profiles of the children you are linked with

Filters Use these to refine what appears on this list. E.g. Observations with pictures, including comments etc

Author of the Observation

Child's Name

Your Username

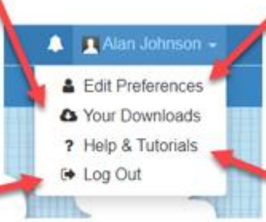
Notifications

Add Observation: Use this button to add an observation

Observations: These are the observations made for your child. Click the title or picture to view the observation in full

Your Username

Access this drop-down menu by clicking on your username in the top right of the screen



Your Downloads: Here you can access observations/pictures/videos if the setting have made them available to download

Log out of your account

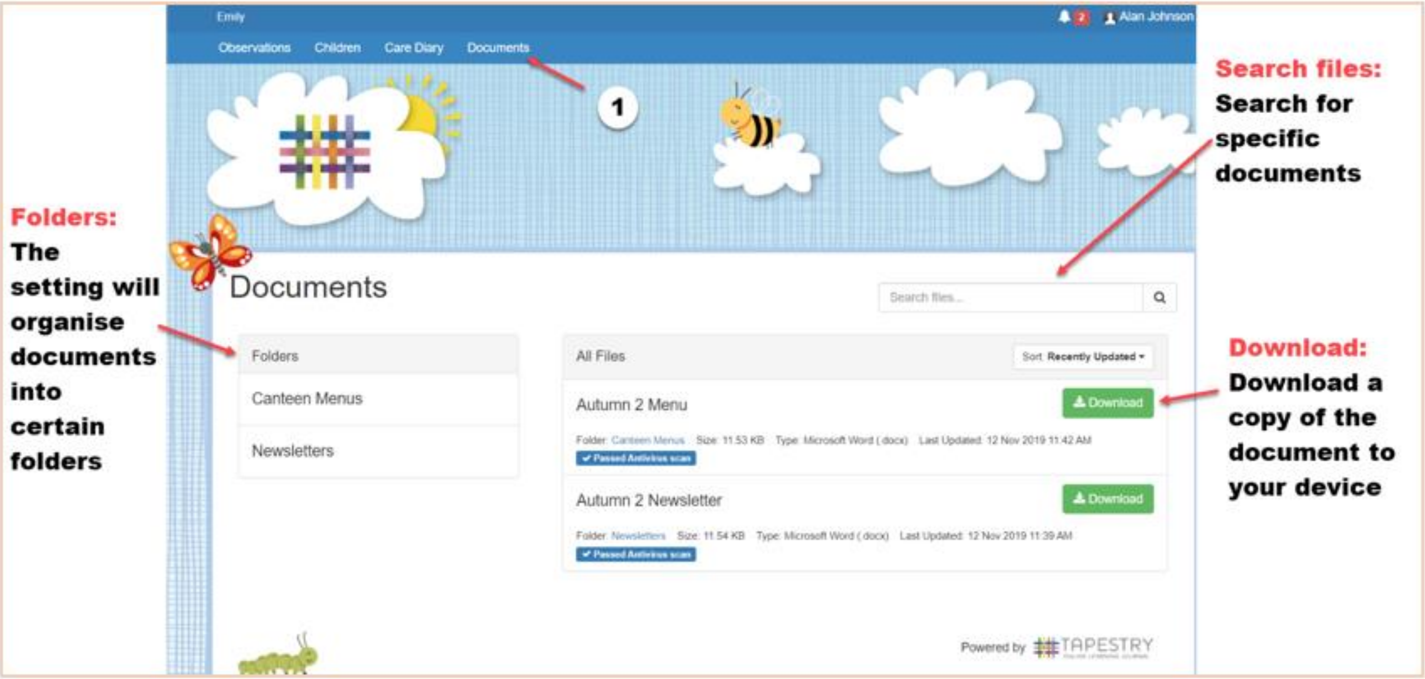
Edit Preferences: From here you can change your email, password, PIN and notification settings

Help and Tutorials: Contains a link to Relative Tutorials and your setting's relative contact email address

OPTIONAL: Documents

The setting may upload documents to Tapestry and make them available for you to view and download.

In order to do this, click the “Documents” tab on the homepage (1)



Emily

Observations Children Care Diary Documents

Alan Johnson

1

Documents

Search files...

Folders

Canteen Menus

Newsletters

All Files

Sort Recently Updated

Autumn 2 Menu

Download

Folder: Canteen Menus Size: 11.53 KB Type: Microsoft Word (.docx) Last Updated: 12 Nov 2019 11:42 AM

✔ Passed Antivirus scan

Autumn 2 Newsletter

Download

Folder: Newsletters Size: 11.54 KB Type: Microsoft Word (.docx) Last Updated: 12 Nov 2019 11:39 AM

✔ Passed Antivirus scan

Powered by TAPESTRY

Folders: The setting will organise documents into certain folders

Search files: Search for specific documents

Download: Download a copy of the document to your device

Monitoring Engagement with Remote Education

It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. These may include parents working from home or with limited access to technology, amongst other factors.

Communication is essential and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

Acquiring technology and technological support

Equipment loans

To access learning from home, children will require a suitable device: mobile phone, tablet, laptop or a computer. If this is not available to you please ask for a "loaned" device.

- Must be returned at the end of isolation
- Only used for educational purposes

Technological support

Technology is continuing to evolve at a very quick pace. We understand that parents/carers may feel apprehensive or uncertain on how to support their children through the use of technology. For support with applications, internet or equipment, first speak to your child's class teacher. If they are unable to help, they will refer you to the ICT Co-coordinator, who can arrange tutorials of support.

Internet Access

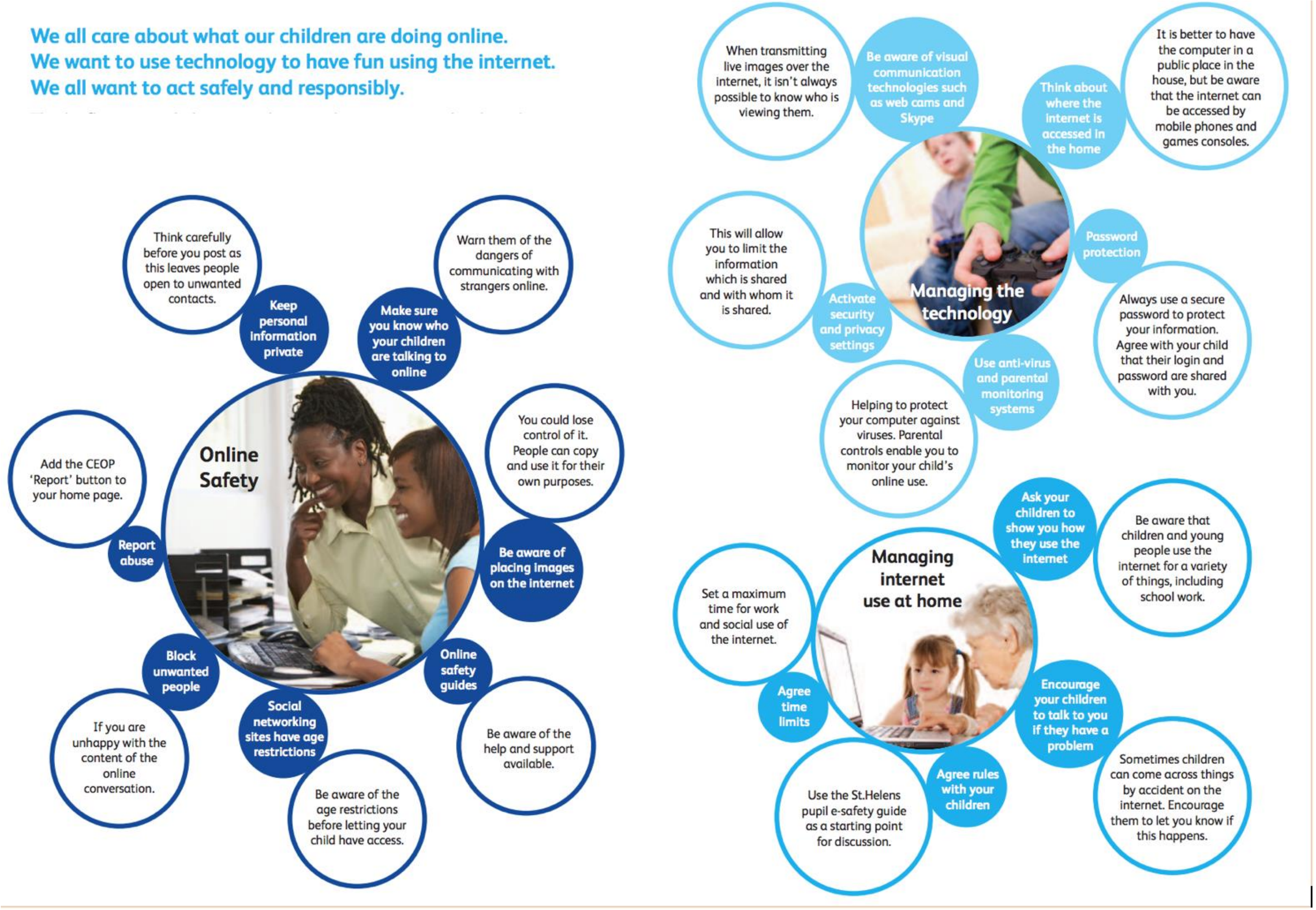
To access learning from home, children will require internet access.
If families do not have internet at home or access to the internet, the school are able to provide families with a code – through a partnership with BT – to access free Wi-Fi. This free Wi-Fi is subject to accessibility in your area and availability due to limited codes.

Home Learning Contingency Plan

DFE expectation	Teachers will provide in the event of a bubble isolation or school closure			
	EYFS	KS1	Lower KS2	Upper KS2
How will parents/ pupils know how to use the on-line platform for learning?	Will use Tapestry – teachers will send an explanation of how to use the platform.	A guide will be available on the website with simple instructions for using Microsoft Teams. This can be translated into other languages with the translation tool available on the website.		
How many lessons will be prepared?	A daily timetable will be shared with the children & Parents – this will outline the lesson details. Each Year group has a Newsletter & Knowledge Organiser explaining the Topic overview for the Term – the timetable will link to this.			
How many lessons per week?	5 **Literacy** lessons – For Nursery Nursery Rhymes, Phonics and either one story revisited or a daily story. For Reception Phonics activities that include the above as appropriate with the addition of a writing element. 5 **Maths** lessons; Based on the teaching that was planned for class teaching. **Reading** – either Reading Eggs or an appropriate reading task set so daily reading takes place. **Topic**- practical tasks that can be completed to develop children's physical or artistic skills. **Well-being / PHSE** on-line safety information	5 **Literacy** / 5 **SPAG** / 5 **Reading** tasks. Teacher led input followed by independent task. Possible resources Oak Academy, Pobble 365, BBC, 5 **Maths** tasks Teacher explanation – then independent task **Non-Core Subjects** Activities that follow the timetable that can either be a practical activity – such as a link to a Physical challenge such as The Body Coach/ art activity/ research activity Or a written response / quiz to check understanding **Well-being / PHSE** Time on-line with peers for a group chat PHSE curriculum planned activities On-line safety information Children will be asked to keep a worry journal / or to email their teachers with concerns using Microsoft Teams.			

		Tasks may be a pre-recorded voice over a PowerPoint presentation / a link to a website such as BBC or Oak Academy / a pre-recorded lesson – your child's class teacher will decide the best way to share the information.
How will you collect the children's response to task?	Parents collect responses and keep until the children have returned after 14 days or use Tapestry to share response to a task.	The pupils can up-load their work to Microsoft Teams Work can be dropped off at the School Office to be marked by a member of staff.
How will children with no access to ICT complete their work?	1. Please let us know if you are unable to access on-line learning as we may have a device you can borrow. 2. A work pack can be picked up from the Office and returned on a weekly basis that covers the same materials as those learning on-line. 3. Parents please remind children that the work set is not optional – they will need to complete the daily tasks to ensure they do not fall behind their friends.	
How will teachers feedback their comments?	1. For those children accessing Microsoft Teams – feedback sessions are planned into the daily timetable. 2. For those handing in tasks – marked work and feedback will be available to collect as the next pack is picked up from the Office. This may only be a comment as we would want to keep the pieces of work to be stuck in the child's class book. 3. We may provide a mark sheet so you are able to help your child mark their own work.	
How often will my child see a teacher on-line?	We ask that you help your child to meet their Teacher on Tapestry daily – the teacher will inform you of the times.	Your child will be required to be on-line once a day with the class teacher as long as the class teacher is well enough to undertake this role. The teacher will sort out the exact times with your child as they plan the weekly timetable. The on-line session will set and explain the tasks for the day's activities.
What do I do if I need paper / pens etc for my child to complete their work	Resources can be collected from the School Office following the Covid distancing guidelines & the wearing of face coverings / masks.	

Online safety at home



We all care about what our children are doing online.
We want to use technology to have fun using the internet.
We all want to act safely and responsibly.

Online Safety

Keep personal information private

Think carefully before you post as this leaves people open to unwanted contacts.

Make sure you know who your children are talking to online

Warn them of the dangers of communicating with strangers online.

Be aware of placing images on the internet

You could lose control of it. People can copy and use it for their own purposes.

Online safety guides

Be aware of the help and support available.

Social networking sites have age restrictions

Be aware of the age restrictions before letting your child have access.

Block unwanted people

If you are unhappy with the content of the online conversation.

Report abuse

Add the CEOP 'Report' button to your home page.

Managing the technology

Be aware of visual communication technologies such as web cams and Skype

When transmitting live images over the internet, it isn't always possible to know who is viewing them.

Think about where the internet is accessed in the home

It is better to have the computer in a public place in the house, but be aware that the internet can be accessed by mobile phones and games consoles.

Password protection

Always use a secure password to protect your information. Agree with your child that their login and password are shared with you.

Use anti-virus and parental monitoring systems

Helping to protect your computer against viruses. Parental controls enable you to monitor your child's online use.

Activate security and privacy settings

This will allow you to limit the information which is shared and with whom it is shared.

Managing internet use at home

Ask your children to show you how they use the internet

Be aware that children and young people use the internet for a variety of things, including school work.

Encourage your children to talk to you if they have a problem

Sometimes children can come across things by accident on the internet. Encourage them to let you know if this happens.

Agree rules with your children

Use the St.Helens pupil e-safety guide as a starting point for discussion.

Agree time limits

Set a maximum time for work and social use of the internet.

Outcomes

The impact of the Online Safety Policy and practice is regularly evaluated through the review/audit of online safety incident logs; behaviour/bullying reports; surveys of staff, pupils; parents/carers and is reported to relevant groups:

- there is balanced professional debate about the evidence taken from the reviews/audits and the impact of preventative work e.g., online safety education, awareness, and training
- there are well-established routes to regularly report patterns of online safety incidents and outcomes to school leadership and Governors
- parents/carers are informed of patterns of online safety incidents as part of the school's online safety awareness raising
- online safety (and related) policies and procedures are regularly updated in response to the evidence gathered from these reviews/audits/professional debate
- the evidence of impact is shared with other schools, agencies and LAs to help ensure the development of a consistent and effective local online safety strategy.

Appendix

A1 – Online Safety Curriculum - PSHE and Computing
A2 - Pupil Acceptable Use Agreement Template – KS2
A3 - Pupil Acceptable Use Agreement Template – for younger pupils (Foundation/KS1)
A4 - Parent/Carer Acceptable Use Agreement Template
A5 - Staff (and Volunteer) Acceptable Use Policy Agreement Template
A7 – Online Safety Group Terms of Reference Template
A10 - Responding to incidents of misuse – flow chart
A11 - Record of reviewing devices/internet sites (responding to incidents of misuse)
A12 - Reporting Log
B1 - Training Needs Audit Log
B2 - Staff request form template to change filtering or monitoring system
B3 - Filtering and monitoring: checks template
Legislation
Links to other organisations and resources
Glossary of Terms

A1 – Online Safety Curriculum - PSHE and Computing

Computing – Purple Mash

EYFS

- To be able to explain what it means to own digital content.
- To be able to explain what 'private' means when using technology.
- To be able to express how it feels to be uncomfortable with something.
- To be able to name 5 people who can help with negative feelings.
- To be able to think about how to show kindness to others.
- To begin to be aware of the impact of a lot of screen time.

Year 1

- To log in safely and understand why that is important.
- To create an avatar and to understand what this is and how it is used.
- To start to understand the idea of 'ownership' of creative work.
- To save work to the My Work area and understand that this is private space.
- To learn about what the teacher has access to in Purple Mash.
- To understand the importance of logging out when they have finished.

Year 2

- To know how to refine searches using the Search tool.
- To know how to share work electronically using the display boards.
- To use digital technology to share work on Purple Mash to communicate and connect with others locally.
- To have some knowledge and understanding about sharing more globally on the Internet.
- To introduce Email as a communication tool using 2Respond simulations.
- To understand how we talk to others when they are not there in front of us.
- To open and send simple online communications in the form of email.
- To understand that information put online leaves a digital footprint or trail.
- To begin to think critically about the information they leave online.
- To identify the steps that can be taken to keep personal data and hardware secure

Year 3

- To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.
- To understand how the Internet can be used to help us to communicate effectively.
- To understand how a blog can be used to help us communicate with a wider audience.
- To consider if what can be read on websites is always true.
- To look at a 'spoof' website.
- To create a 'spoof' webpage.
- To think about why these sites might exist and how to check that the information is accurate.
- To learn about the meaning of age restrictions symbols on digital media and devices.
- To discuss why PEGI restrictions exist.

- To know where to turn for help if they see inappropriate content or have inappropriate contact from others.

Year 4

- To understand how children can protect themselves from online identity theft.
- To understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
- To identify the risks and benefits of installing software including apps.
- To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.
- To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
- To identify the positive and negative influences of technology on health and the environment.
- To understand the importance of balancing game and screen time with other parts of their lives.

Year 5

- To gain a greater understanding of the impact that sharing digital content can have.
- To review sources of support when using technology.
- To review children's responsibility to one another in their online behaviour.
- To know how to maintain secure passwords.
- To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.
- To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
- To learn about how to reference sources in their work.
- To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.
- Ensuring reliability through using different methods of communication.

Year 6

- To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location.
- To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon.
- To identify the benefits and risks of giving personal information and device access to different software.
- To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.
- To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.
- To begin to understand how information online can persist and give away details of those who share or modify it.
- To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.
- To identify the positive and negative influences of technology on health and the environment.

PSHE – iMatter and Dimensions

Year 1

- Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- Know that people sometimes behave differently online, including by pretending to be someone they are not.
- Learn about the importance of using the internet safely
- Learn what information we should not share online.

Year 2

- Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- How the internet and digital devices can be used safely to find things out and to communicate with others
- The role of the internet in everyday life
- That not all information seen online is true

Year 3

- The importance of keeping personal information private and how data is shared online.
- Strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others
- What to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.
- Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.

Year 4

- To use ICT safely including using software features and settings
- Know how information and data is shared and used online.
- Know that for most people the internet is an integral part of life and has many benefits
- Know about the benefits of rationing time spent online, the risks of excessive time spent online and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- To know why social media, some computer games and online gaming, for example, are age restricted
- To know where and how to report concerns and get support with issues online

Year 5

- recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.
- about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

Year 6

- The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online
- how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- recognise ways in which the internet and social media can be used both positively and negatively
- recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary

A2 Pupil Acceptable Use Agreement Template – for KS2

Introduction

Using computers and other digital devices has become a part of everyday life for children and young people, both at school and outside of it. These devices are powerful tools that can help us learn, be creative, and understand the world around us. It's important for us to be able to use these devices safely.

Acceptable Use Agreement

I agree to use the school's digital systems safely and responsibly to protect me, other learners and the school.

Keeping Safe Online

- The school will check how I use devices and the internet to keep everyone safe.
- I will keep my usernames and passwords private and tell a trusted adult if someone else knows them.
- I will be careful when talking to people online and will only talk to people I know and trust.
- I will not share personal information like my name, address, or photos without asking a trusted adult.
- I will only take or share images of myself, or others, when fully dressed.
- If I see or hear something online that worries or upsets me, I will tell a trusted adult straight away.
- I will only meet people I have spoken to online if a trusted adult is with me.

Using Computers and the Internet Sensibly

- I will only use devices, apps and sites that I am allowed to, and will check if I am unsure.
- I will always ask permission and check with a trusted adult before using someone else's work or pictures.
- I will make sure the information I find online is true by checking carefully.
- I will only use apps or tools, like AI, that my teacher has said are OK, and I will ask for help if I'm unsure.
- I will not copy or use music, videos, or games unless I have permission.
- I will tell a trusted adult about any damage to devices or if anything else goes wrong.
- I will check with trusted adults before clicking on any unexpected messages or links (even if these look as though they are from people that I already know).

Being Respectful and Responsible

- I will treat others kindly online, just as I do in real life.
- I will make good choices about what I share online to protect myself and others.
- I will spend a healthy amount of time using devices and make time for other activities too.
- I will always think about how my behaviour online could affect me, my friends, and my school.

What Happens If I Break These Rules

- If I don't follow these rules, my teacher may stop me from using computers or devices, speak to my parents, or take other actions to help me make better choices in the future.

By following these rules, I can enjoy using technology safely and responsibly.

I have read and understand the above and agree to follow these guidelines when:

- I use the school systems and devices (both in and out of school)
- I use my own devices in the school (when allowed) e.g. mobile phones, gaming devices USB devices, cameras etc.
- I am out of school and involved in any online behaviour that might affect the school or other members of the school.

Name of Learner: .... Group/Class: ....

Signed: .... Date: ....

Parent/Carer Countersignature

Name of Parent: ....

Signed: .... Date: ....

A3 Learner Acceptable Use Agreement Template – for younger pupils (EYFS/KS1)

Our Technology Rules

I will follow these rules to use computers, tablets and the internet safely at school.

Staying Safe

- My teacher will watch what I do on computers, tablets and the internet to keep me safe.
- I will keep my passwords secret and tell my teacher if I need help.
- I understand that people online are not always who they say they are. I will only talk to people online if my teacher or a trusted adult says it's OK.
- I will not share my name, address, or pictures without asking my teacher or a trusted adult first.
- If I see something that makes me feel worried or upset, I will tell my teacher or a trusted adult straight away.
- I will only use apps, games or websites my teacher says are safe.

Using Technology Kindly

- I will be kind when using technology, just like I am in real life.
- I will take care of the computers and tablets I use.
- I will only look at things my teacher says are OK.

Making Good Choices

- I will ask my teacher before I use someone else's pictures or work.
- I will take breaks from screens and do other fun things too.
- I know that I can say no / please stop to anyone online who makes me feel sad, uncomfortable, embarrassed or upset.
- I will ask for help from a trusted adult if I am not sure what to do or if I think I may have done something wrong.

What Happens If I Forget the Rules

- If I forget the rules, my teacher will help me learn to make better choices next time.

These rules help us all stay safe and have fun using computers and tablets at school!

Signed (child):...

Signed (parent):..

Date:..

A4 Parent/Carer Acceptable Use Agreement Template

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies provide powerful tools, which open new opportunities for everyone. They can stimulate discussion, promote creativity, and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This acceptable use policy is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that pupils have good access to digital technologies to enhance their learning and will, in return, expect the pupils to agree to be responsible users. A copy of the learner acceptable use agreement is attached to this permission form, so that parents/carers will be aware of the school expectations of the young people in their care.

Parents are requested to sign the permission form below to show their support of the school in this important aspect of the school's work.

Permission Form

Parent/Carers Name: ....

Learner Name: ....

As the parent/carer of the above pupils, I give permission for my son/daughter to have access to the digital technologies at school.

Either: (KS2)

I know that my son/daughter has signed an acceptable use agreement and has received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.

Or: (EYFS and KS1)

I understand that the school has discussed the acceptable use agreement with my son/daughter and that they have received, or will receive, online safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.

I understand that the school will take every reasonable precaution, including monitoring and filtering systems, to ensure that young people will be safe when they use the internet and systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.

I understand that my son's/daughter's activity on the systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the acceptable use agreement.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's online safety.

Signed: ………………………………………………………………

Date: ………………………………………………………………

Use of Digital/Video Images

The use of digital/video images plays an important part in learning activities. Pupils and members of staff may use digital cameras to record evidence of activities in lessons and out of school. These images may then be used in presentations in subsequent lessons.

Images may also be used to celebrate success through their publication in newsletters, on the school website and occasionally in the public media. Where an image is publicly shared by any means, only your child's first name/initials will be used.

The school will comply with the Data Protection Act and request parents'/carers' permission before taking images of members of the school. We will also ensure that when images are published that the young people cannot be identified by the use of their names.

In accordance with guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use in not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other pupils in the digital/video images.

Parents/carers are requested to sign the permission form to allow the school to take and use images of their children and for the parents/carers to agree.

Learner Acceptable Use Agreement

On the following pages we have copied, for the information of parents and carers, the learner acceptable use agreement.

A5 Staff (and Volunteer) Acceptable Use Policy Agreement Template

School Policy

Digital technologies have become integral to the lives of everyone, including children and young people, both within schools and in their lives outside school. The internet and digital technologies are powerful tools, which can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. The school has the right to protect itself and its systems and all users should have an entitlement to safe access to the internet and digital technologies at all times.

This acceptable use policy is intended to ensure:

- that staff and volunteers will be responsible users and stay safe while online and using digital technologies for educational, personal and recreational use
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk
- that staff are protected from potential risk in their use of technology in their everyday work.

The school will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities and will, in return, expect staff and volunteers to agree to be responsible users.

Acceptable Use Policy Agreement

I understand that I must use school systems in a responsible way, to minimise the risk to the safety, privacy or security of the school community and its systems. I acknowledge the potential of digital technologies for enhancing learning and will endeavour to integrate them in a way that aligns with the school's policy, ethos and values.

For my professional and personal safety:

- I understand that the school will monitor my use of school devices and digital technology systems
- I understand that the rules set out in this agreement also apply to use of these devices and technologies out of school, and to the transfer of personal / sensitive data (digital or paper based) out of the school
- I understand that the school devices and digital technology systems are primarily intended for educational use and that I will only use them for personal or recreational use within relevant school policies.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password.
- I will store my passwords securely and in line with the school's relevant security policy.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.

I will be professional in my communications and actions when using digital technologies and systems:

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner. I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and/or publish images of others I will do so with their permission and in accordance with the school's policy on the use of digital/video images, and taking account of parental permissions. I will not use my personal equipment to record these images, unless I have permission to do so. Where these images are published (e.g. on the school website) it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use social networking sites in the school in accordance with school policies.
- I will only communicate with learners and parents/carers using official school systems. Any such communication will be professional in tone and manner.
- I will not engage in any online activity that may compromise my professional responsibilities.

The school has the responsibility to provide safe and secure access to technologies and ensure the smooth running of the school:

- I will abide by all relevant guidance and legislation (e.g., Keeping Children Safe in Education / UK GDPR)
- I will ensure that I am aware of cyber-security risks and that I will not respond to any communications that might put my / school data or systems at risk from attack
- When using AI systems in my professional role I will use these responsibly and:
  - will only use AI technologies approved by the school
  - will be aware of the risks of bias and discrimination, critically evaluating the outputs of AI systems for such risks
  - to protect personal and sensitive data, I will ensure that I have explicit authorisation when uploading sensitive school-related information into AI systems
  - will take care not to infringe copyright or intellectual property conventions – care will be taken to avoid intellectual property, including that of the learners, being used to train generative AI models without appropriate consent
  - ensure that documents, emails, presentations, and other outputs influenced by AI include clear labels or notes indicating AI assistance
  - critically evaluate AI-generated outputs to ensure that all AI-generated content is fact-checked and reviewed for accuracy before sharing or publishing
  - will use generative AI tools responsibly to create authentic and beneficial content, ensuring respect for individuals' identity and well-being
- When I use my personal mobile devices in school, I will follow the rules set out by the school, in the same way as if I was using school equipment. I will ensure that any such devices are protected by up to date anti-virus / anti-malware software and are free from viruses.
- When communicating in a professional capacity, I will only use technology and systems sanctioned by the school.
- I will not use personal accounts on school systems.
- I will exercise informed safe and secure practice when accessing links to content from outside of my organisation to reduce the risk of cyber security threats.

- I will ensure that my data is regularly backed up, in accordance with relevant school policies.
- I will not access illegal, inappropriate or harmful content on school systems.
- I will not bypass any filtering or security systems that are used to prevent access to such content.
- I will not install or attempt to install unauthorised programmes of any type on a school device, nor will I try to alter device settings, unless this is allowed in school policies.
- I will not disable or cause any damage to school equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the school Data Security Policy (or other relevant policy). Where digital personal data is transferred outside the secure local network, it must be encrypted. Paper based documents containing personal data must be held in lockable storage.
- I understand that the Data Protection policy requires that any staff or learner data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by school policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

When using the internet in my professional capacity or for school sanctioned personal use:

- I will ensure that I have appropriate permissions to use the original work of others in my own work and will reflect this with appropriate acknowledgements, particularly where AI has been used to generate content
- Where content is protected by copyright, I will not download or distribute copies (including music and videos).

I understand that I am responsible for my actions in and out of the school:

- I understand that this acceptable use agreement applies to my use of digital technologies related to my professional responsibilities, within or outside of the school.
- I will ensure my use of technologies and platforms is in line with the school's agreed codes of conduct.
- I understand that if I fail to comply with this acceptable use agreement, I could be subject to disciplinary action. This could include a management note of guidance, a warning, a suspension, referral to Governors and/or Trust in the event of illegal activities, the involvement of the Police.

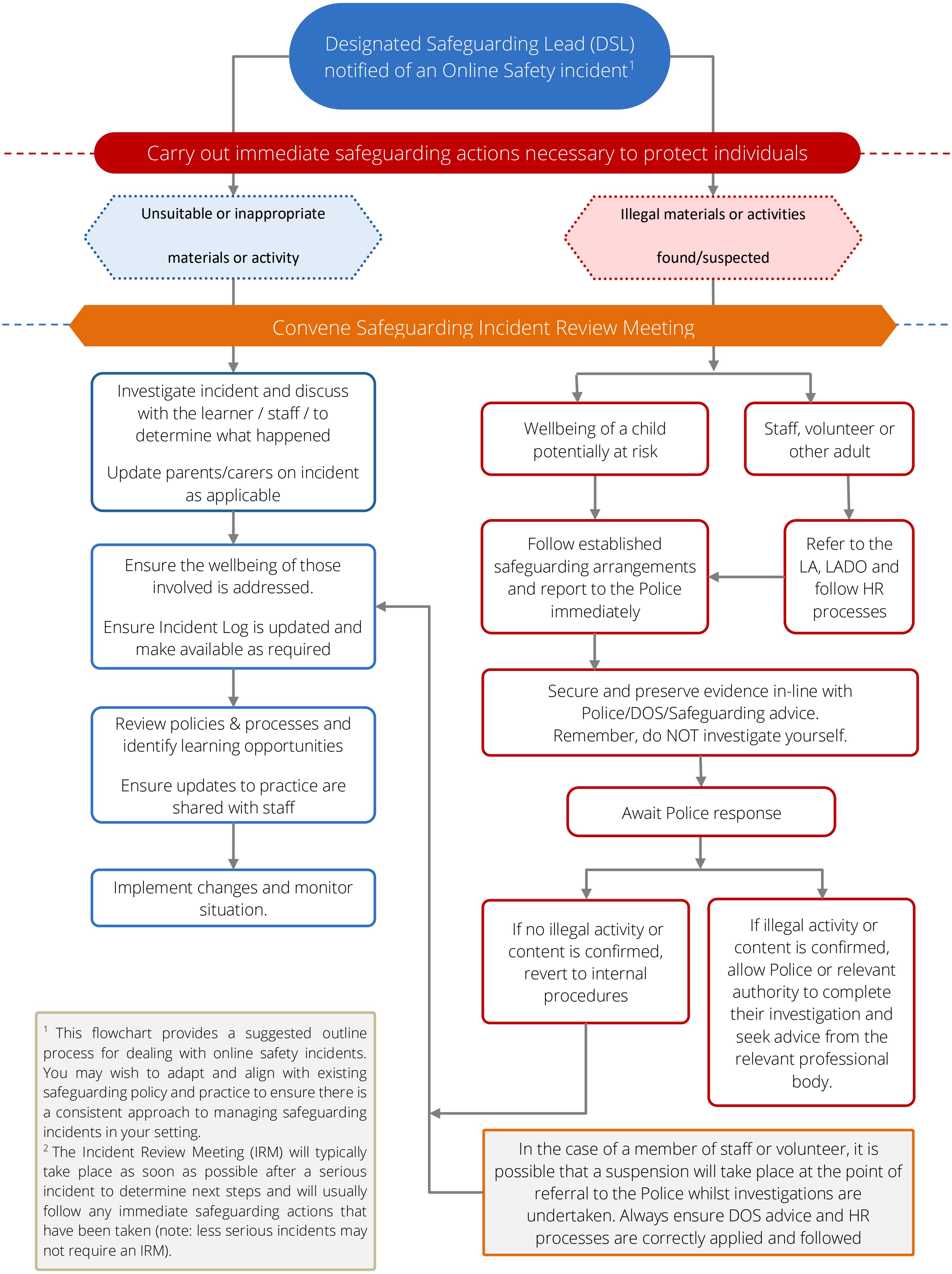
I have read and understand the above and agree to use the school digital technology systems (both in and out of the school) and my own devices (in the school and when carrying out communications related to the school) within these guidelines.

Staff/Volunteer Name: ....

Signed: ....

Date: ....

A10 Responding to incidents of misuse – flow chart



Designated Safeguarding Lead (DSL) notified of an Online Safety incident[1]

Carry out immediate safeguarding actions necessary to protect individuals

Unsuitable or inappropriate materials or activity

Illegal materials or activities found/suspected

Convene Safeguarding Incident Review Meeting

Investigate incident and discuss with the learner / staff / to determine what happened

Update parents/carers on incident as applicable

Ensure the wellbeing of those involved is addressed.

Ensure Incident Log is updated and make available as required

Review policies & processes and identify learning opportunities

Ensure updates to practice are shared with staff

Implement changes and monitor situation.

Wellbeing of a child potentially at risk

Staff, volunteer or other adult

Follow established safeguarding arrangements and report to the Police immediately

Refer to the LA, LADO and follow HR processes

Secure and preserve evidence in-line with Police/DOS/Safeguarding advice. Remember, do NOT investigate yourself.

Await Police response

If no illegal activity or content is confirmed, revert to internal procedures

If illegal activity or content is confirmed, allow Police or relevant authority to complete their investigation and seek advice from the relevant professional body.

In the case of a member of staff or volunteer, it is possible that a suspension will take place at the point of referral to the Police whilst investigations are undertaken. Always ensure DOS advice and HR processes are correctly applied and followed

[1] This flowchart provides a suggested outline process for dealing with online safety incidents. You may wish to adapt and align with existing safeguarding policy and practice to ensure there is a consistent approach to managing safeguarding incidents in your setting.

[2] The Incident Review Meeting (IRM) will typically take place as soon as possible after a serious incident to determine next steps and will usually follow any immediate safeguarding actions that have been taken (note: less serious incidents may not require an IRM).

A11 Record of reviewing devices/internet sites (responding to incidents of misuse)

Group: ....

Date: ....

Reason for investigation: ....

....

....

Details of first reviewing person

Name: ....

Position: ....

Signature: ....

Details of second reviewing person

Name: ....

Position: ....

Signature: ....

Name and location of computer used for review (for web sites)

....

....

Web site(s) address/device	Reason for concern

Conclusion and Action proposed or taken

A12 Reporting Log

Group: ....

Date	Time	Incident	Action Taken		Incident Reported By	Signature
			What?	By Whom?		

B1 Training Needs Audit Log

Group: ....

Relevant training the last 12 months	Identified Training Need	To be met by	Cost	Review Date

B2 Staff request form template to change filtering or monitoring system

Staff Name:

Year group

Website title and URL/link:

E.g. https://www.youtube.com/

Year group/user you want the website unblocked or blocked for (if applicable):

Year group/user:

Reason why you want the website unblocked/blocked:

E.g. students need to access it for classwork, homework, revision, inappropriate material, proxy website

Can we re-block/unblock this site after a specific date?

No ☐

Yes ☐

Date the website can be re-blocked/unblocked: _____________

Agreed by (OSL/IT Provider):

Date agreed:

Date completed:

B3 Filtering and monitoring: checks template

CHECKS	DATE OF CHECK	WHO DID THE CHECK	RESULTING ACTIONS
Have we checked that our filtering and monitoring system is still fit for purpose? You can signpost your IT service provider to South West Grid for Learning's (SWGfL) testing tool.			
Is the system running and working?			
Have we checked that our filtering and monitoring system works on: All devices New devices and services before they're given to staff or pupils			
Have we reviewed the list of blocked sites on our network? Is this list still accurate/does it reflect any changes to safeguarding risks?			
Does our filtering system adhere to the requirements? (Get your checklist of the requirements here)			
Does our monitoring system adhere to the requirements? (Get your checklist of the requirements here)			

Legislation

Schools should be aware of the legislative framework under which this online safety policy has been produced. It is important to note that in general terms an action that is illegal if committed offline is also illegal if committed online.

It is recommended that legal advice is sought in the event of an online safety issue or situation.

A useful summary of relevant legislation can be found at: Report Harmful Content: Laws about harmful behaviours

Computer Misuse Act 1990

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.

Schools may wish to view the National Crime Agency website which includes information about "Cyber crime – preventing young people from getting involved". Each region in England (& Wales) has a Regional Organised Crime Unit (ROCU) Cyber-Prevent team that works with schools to encourage young people to make positive use of their cyber skills. There is a useful summary of the Act on the NCA site.

Data Protection Act 1998

This protects the rights and privacy of individual's data. To comply with the law, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully. The Act states that person data must be:

- Fairly and lawfully processed.
- Processed for limited purposes.
- Adequate, relevant and not excessive.
- Accurate.
- Not kept longer than necessary.
- Processed in accordance with the data subject's rights.
- Secure.
- Not transferred to other countries without adequate protection.

The Data Protection Act 2018:

Updates the 1998 Act, incorporates the General Data Protection Regulations (GDPR) and aims to:

- Facilitate the secure transfer of information within the European Union.
- Prevent people or organisations from holding and using inaccurate information on individuals. This applies to information regarding both private lives or business.
- Give the public confidence about how businesses can use their personal information.
- Provide data subjects with the legal right to check the information businesses hold about them. They can also request for the data controller to destroy it.
- Give data subjects greater control over how data controllers handle their data.
- Place emphasis on accountability. This requires businesses to have processes in place that demonstrate how they're securely handling data.
- Require firms to keep people's personal data safe and secure. Data controllers must ensure that it is not misused.
- Require the data user or holder to register with the Information Commissioner.

All data subjects have the right to:

- Receive clear information about what you will use their data for.
- Access their own personal information.
- Request for their data to be revised if out of date or erased. These are known as the right to rectification and the right to erasure
- Request information about the reasoning behind any automated decisions, such as if computer software denies them access to a loan.
- Prevent or query about the automated processing of their personal data.

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 have to follow a number of set procedures.

Communications Act 2003

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.

Malicious Communications Act 1988

It is an offence to send an indecent, offensive, or threatening letter, electronic communication or other article to another person.

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.

Trade Marks Act 1994

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

Copyright, Designs and Patents Act 1988

It is an offence to copy all, or a substantial part of a copyright work. There are, however, certain limited user permissions, such as fair dealing, which means under certain circumstances permission is not needed to copy small amounts for non-commercial research or private study. The Act also provides for Moral Rights, whereby authors can sue if their name is not included in a work they wrote, or if the work has been amended in such a way as to impugn their reputation. Copyright covers materials in print and electronic form, and includes words, images, and sounds, moving images, TV broadcasts and other media (e.g. YouTube).

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.

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.

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.

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

Sexual Offences Act 2003

A grooming offence 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 fall in this category of trust). Any sexual intercourse with a child under the age of 13 commits the offence of rape.

Public Order Act 1986

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence. Children, Families and Education Directorate page 38 April 2007.

Obscene Publications Act 1959 and 1964

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

Human Rights Act 1998

This does not deal with any particular 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.

The Education and Inspections Act 2006

Empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour.

The Education and Inspections Act 2011

Extended the powers included in the 2006 Act and gave permission for Headteachers (and nominated staff) to search for electronic devices. It also provides powers to search for data on those devices and to delete data.

(see template policy in these appendices and for DfE guidance - http://www.education.gov.uk/schools/learnersupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation)

The Protection of Freedoms Act 2012

Requires schools to seek permission from a parent/carer to use Biometric systems

The School Information Regulations 2012

Requires schools to publish certain information on its website:

https://www.gov.uk/guidance/what-maintained-schools-must-publish-online

Serious Crime Act 2015

Introduced new offence of sexual communication with a child. Also created new offences and orders around gang crime (including CSE)

Criminal Justice and Courts Act 2015

Revenge porn – as it is now commonly known – involves the distribution of private and personal explicit images or video footage of an individual without their consent, with the intention of causing them embarrassment and distress. Often revenge porn is used maliciously to shame ex-partners. Revenge porn was made a specific offence in the Criminal Justice and Courts Act 2015. The Act specifies that if you are accused of revenge porn and found guilty of the criminal offence, you could be prosecuted and face a sentence of up to two years in prison.

For further guidance or support please contact the Revenge Porn Helpline

Links to other organisations or documents

The following links may help those who are developing or reviewing a school online safety policy and creating their online safety provision:

UK Safer Internet Centre

Safer Internet Centre – https://www.saferinternet.org.uk/
South West Grid for Learning - https://swgfl.org.uk/products-services/online-safety/
Childnet – http://www.childnet-int.org/
Professionals Online Safety Helpline - http://www.saferinternet.org.uk/about/helpline
Revenge Porn Helpline - https://revengepornhelpline.org.uk/
Internet Watch Foundation - https://www.iwf.org.uk/
Report Harmful Content - https://reportharmfulcontent.com/
Harmful Sexual Support Service

CEOP

CEOP - http://ceop.police.uk/
ThinkUKnow - https://www.thinkuknow.co.uk/

Others

LGfL – Online Safety Resources
Kent – Online Safety Resources page
INSAFE/Better Internet for Kids - https://www.betterinternetforkids.eu/
UK Council for Internet Safety (UKCIS) - https://www.gov.uk/government/organisations/uk-council-for-internet-safety

Tools for Schools / other organisations

Online Safety BOOST – https://boost.swgfl.org.uk/
360 Degree Safe – Online Safety self-review tool – https://360safe.org.uk/
360Data – online data protection self-review tool: www.360data.org.uk
SWGfL Test filtering - http://testfiltering.com/
UKCIS Digital Resilience Framework - https://www.gov.uk/government/publications/digital-resilience-framework
SWGfL 360 Groups – online safety self review tool for organisations working with children
SWGfL 360 Early Years - online safety self review tool for early years organisations

Bullying/Online-bullying/Sexting/Sexual Harassment

Enable – European Anti Bullying programme and resources (UK coordination/participation through SWGfL & Diana Awards) - http://enable.eun.org/
SELMA – Hacking Hate - https://selma.swgfl.co.uk
Scottish Anti-Bullying Service, Respectme - http://www.respectme.org.uk/
Scottish Government - Better relationships, better learning, better behaviour - http://www.scotland.gov.uk/Publications/2013/03/7388

DfE - Cyberbullying guidance - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Childnet – Cyberbullying guidance and practical PSHE toolkit:

http://www.childnet.com/our-projects/cyberbullying-guidance-and-practical-toolkit

Childnet – Project deSHAME – Online Sexual Harrassment

UKSIC – Sexting Resources

Anti-Bullying Network – http://www.antibullying.net/cyberbullying1.htm

Ditch the Label – Online Bullying Charity

Diana Award – Anti-Bullying Campaign

Social Networking

Digizen – Social Networking

UKSIC - Safety Features on Social Networks

Children's Commissioner, TES and Schillings – Young peoples' rights on social media

Curriculum

SWGfL Evolve - https://projectevolve.co.uk

UKCCIS – Education for a connected world framework

Department for Education: Teaching Online Safety in Schools

Teach Today – www.teachtoday.eu/

Insafe - Education Resources

Data Protection

360data - free questionnaire and data protection self review tool

ICO Guides for Organisations

IRMS - Records Management Toolkit for Schools

ICO Guidance on taking photos in schools

Professional Standards/Staff Training

DfE – Keeping Children Safe in Education

DfE - Safer Working Practice for Adults who Work with Children and Young People

Childnet – School Pack for Online Safety Awareness

UK Safer Internet Centre Professionals Online Safety Helpline

Infrastructure/Technical Support/Cyber-security

UKSIC – Appropriate Filtering and Monitoring

SWGfL Safety & Security Resources

Somerset - Questions for Technical Support

SWGfL - Cyber Security in Schools.

NCA – Guide to the Computer Misuse Act

NEN – Advice and Guidance Notes

Working with parents and carers

SWGfL – Online Safety Guidance for Parents & Carers

Vodafone Digital Parents Magazine

Childnet Webpages for Parents & Carers

Get Safe Online - resources for parents

Teach Today - resources for parents workshops/education

Internet Matters

Prevent

Prevent Duty Guidance

Prevent for schools – teaching resources

Childnet – Trust Me

Research

Ofcom –Media Literacy Research

Ofsted: Review of sexual abuse in schools and colleges

Further links can be found at the end of the UKCIS Education for a Connected World Framework

Glossary of Terms

AUP/AUA	Acceptable Use Policy/Agreement – see templates earlier in this document
BYOD	Bring Your Own Device
CEOP	Child Exploitation and Online Protection Centre (part of National Crime Agency, UK Police, dedicated to protecting children from sexual abuse, providers of the Think U Know programmes.
CPD	Continuous Professional Development
FOSI	Family Online Safety Institute
ICO	Information Commissioners Office
ICT	Information and Communications Technology
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
LA	Local Authority
LAN	Local Area Network
MAT	Multi Academy Trust
MIS	Management Information System
NEN	National Education Network – works with the Regional Broadband Consortia (e.g. SWGfL) to provide the safe broadband provision to schools across Britain.
Ofcom	Office of Communications (Independent communications sector regulator)
SWGfL	South West Grid for Learning Trust – the Regional Broadband Consortium of SW Local Authorities – is the provider of broadband and other services for schools and other organisations in the SW
TUK	Think U Know – educational online safety programmes for schools, young people and parents.
UKSIC	UK Safer Internet Centre – EU funded centre. Main partners are SWGfL, Childnet and Internet Watch Foundation.

UKCIS	UK Council for Internet Safety
VLE	Virtual Learning Environment (a software system designed to support teaching and learning in an educational setting,
WAP	Wireless Application Protocol

A more comprehensive glossary can be found at the end of the UKCIS Education for a Connected World Framework