



**Fleet Primary School
E-Safety Policy**



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1 E-safety: The Issues

1.1 Introduction

We have seen a large shift in the development and implementation of technology in recent years. Children are now “digital natives”, growing up in a world dominated by information and communications technology (ICT) that provides them with access to a wide range of information and increased opportunities for instant communication and social networking.

Using the internet can benefit children’s education and give them more opportunities to extend their learning and socialise, but it can also present several risks. There is a risk that children may feel safe in the online world as they are in a physically familiar location whilst accessing these resources. Children are often unaware that they are as much at risk online as they are in the real world, and parents and teachers may not be aware of the actions they can take to protect them.

In the face of these risks, there is a temptation to limit access to the internet; however, this may have little effect as children can access the internet in a range of localities such as libraries, internet cafes and on mobile phones. Instead, children should be educated in ways to use the internet safely and responsibly.

It is our policy that the educational and social benefits of the internet should be promoted, but that this should be balanced against the need to safeguard children.

1.2 Information on technologies

Computing and the use of technology provide a wide range of activities, including access to information, electronic communications and social networking; each has a clear educational use but also inherent risks for children. The table shown at appendix 4 provides brief details of the various uses of the internet together with their benefits and risks.

1.3 Benefits and risks

As the use of technology is now universal, it is of vital importance that children learn computing skills in order to prepare themselves for the working environment. The inherent risks associated with the use of technology should not be used to reduce children’s use of technology. Rather, the educational advantages of computing need to be harnessed to enhance children’s learning as it can make a huge contribution to children’s education and social development by:

- raising educational attainment, engaging and motivating pupils to learn and improving their confidence

- improving pupil's research and writing skills, developing analysis and presentation skills
- allowing children with disabilities to overcome communications barriers
- enabling children to be taught "remotely", for example children who are unable to attend school
- improving pupil's wellbeing through the social and communications opportunities offered
- providing access to a wide range of educational materials and teaching Resources, extending learning beyond school hours

The risks associated with use of technology by children can be grouped into 4 categories.

1.3.1 Content

The internet contains a vast store of information from all over the world which is mainly aimed at an adult audience and may be unsuitable for children. There is a danger that children may be exposed to inappropriate images such as pornography, or information advocating or demonstrating forms of violence, racism or illegal and anti-social behaviour that they are unable to evaluate in a critical manner.

1.3.2 Contact

Chat rooms, gaming sites and other social networking sites can pose a real risk to children. These sites are increasingly popular with children and can be easily accessed. Some sites aimed specifically at children may feel safe to use but as with any site of this nature, users can take on an alias rather than their real names and can hide their true identity. The sites may be used by adults who pose as children in order to befriend and gain children's trust (known as "grooming") with a view to sexually abusing them.

Children may not be aware of the danger of publishing or disclosing personal information about themselves such as contact details that allow them to be identified or located. They may also inadvertently put other children at risk by posting personal information and photographs without consent.

The internet may also be used as a way of bullying a child, known as cyber bullying. More details on this can be found in section 4.5 of this policy.

1.3.3 Commerce

Children are vulnerable to unregulated commercial activity on the internet that could have serious financial consequences for themselves and their family, such as fraud or identity theft. They may give out financial information, for

example, their parent's credit card details, in response to offers for goods or services without seeing the fraudulent intent. Contact via social networking sites can also be used to persuade children to reveal computer passwords or other information about the family for the purposes of fraud or identity theft.

1.3.4 Culture

Children need to be taught to use the internet in a responsible way, as they may put themselves at risk by:

- becoming involved in inappropriate, anti-social or illegal activities as a result of viewing unsuitable materials or contact with inappropriate people
- using information from the internet in a way that breaches copyright laws
- uploading personal information about themselves, including photographs, on social networking sites without realising they are publishing to a much larger audience than they intend to
- cyber bullying (see section 4.5 for further details)
- use of mobile devices to take and distribute inappropriate images (sexting) that cannot be removed from the internet and can be forwarded on to a much wider audience than the child intended
- visiting sites that advocate extreme and dangerous behaviour such as self-harm, suicide or violent extremism. More vulnerable children may be at a high degree of risk from such sites. All children may become desensitised to pornography, violence, sex and drug use or self-harm by regularly viewing these on-line.

Children may also be adversely affected by obsessive use of the internet that may have a negative impact on their health, social and emotional development and their educational attainment.

2 School e-safety strategies

2.1 Purpose and definition

Computing is a key part of the curriculum and one of the key aims of computing is to ensure that pupils are aware of e-safety messages. It is our responsibility to safeguard and promote the welfare of pupils, as well as the duty of care to children and their parents to provide a safe learning environment.

This E-safety document is a framework of policy, practice, education and technological support that ensures a safe e-learning environment in order to maximise the educational benefits of the use of technology whilst minimising the associated risks.

An e-safety strategy enables a safe e-learning environment that::

- promote the use of technology within the curriculum
- protects children from harm
- safeguards staff in their contact with pupils and their own use of the internet
- ensures the school fulfils its duty of care to pupils
- provides clear expectations for staff and pupils on acceptable use of the internet.

2.2 Elements of e-safety

2.2.1 Safe systems

Fleet is linked to the internet via the London Grid for Learning. This ensures a safe e-learning environment by providing filtering software to block access to unsuitable sites, anti-virus software and internet monitoring systems.

2.2.2 Safe practices

Fleet has a strong framework of e-safety policy and practice that ensures everyone is aware of the issues and knows what is expected of them in terms of their own acceptable use of the internet and other technologies. The e-safety policy is consistent with related school policies such as anti-bullying and behaviour.

2.2.3 Safety awareness

It is vital that children are able to keep themselves and others safe and use the internet responsibly. We recognise that working in partnership with parents and carers, we have an important role in raising pupils' awareness of the potential dangers of using the internet and helping them to develop their own strategies to avoid these risks and keep safe on-line. As many children at Fleet will have access to the internet at home, we ensure that parents and carers are fully aware of e-safety issues.

2.3 Roles and responsibilities

A successful e-safety strategy is inclusive of the whole school community, including teaching assistants, supervisory assistants, governors and others, and forges links with parents and carers. The strategy must have the backing of school governors, is overseen by the head teacher and be fully implemented by all staff, including technical and non-teaching staff.

2.3.1 Head teacher's role

Head teachers have ultimate responsibility for e-safety issues within the school including:

- the overall development and implementation of the school's e-safety policy
- ensuring that e-safety issues are given a high profile within the school community
- linking with the board of governors and parents and carers to promote e-safety and forward the school's e-safety strategy
- ensuring e-safety is embedded in the curriculum
- deciding on sanctions against staff and pupils who are in breach of acceptable use policies.

2.3.2 Governors' role

As governing bodies have a statutory responsibility for pupil safety, it is vital that governors are aware of e-safety issues, providing support to the head teacher in the development and implementation of the school's e-safety policy and strategy.

Governors are subject to the same e-safety rules as staff members and sign an Acceptable Use Agreement in order to keep them safe from allegations and ensure a high standard of professional conduct. In particular, governors should always use business email addresses when conducting school business.

2.3.3 E-safety contact officer's role

Fleet has a designated e-safety contact officer who is responsible for co-ordinating e-safety policies on behalf of the school. Currently this is Rebecca Combes who is also the Computing co-ordinator and has attended CEOP training

The role of the e-safety contact officer:

- develop, implement, monitor and review the school's e-safety policy
- ensure that staff and pupils are aware that any e-safety incident should be reported to them
- provide the first point of contact and advice for school staff, governors, pupils and parents
- liaise with the school's computing manager/co-ordinator to ensure they are kept up to date with e-safety issues and to advise of any new trends, incidents and arising problems to the head teacher

- assess the impact and risk of emerging technology and the school's response to this in association with IT staff
- raise the profile of e-safety awareness with the school by ensuring access to training and relevant e-safety literature
- ensure that all staff and pupils have read and signed the acceptable use policy (AUP)
- report annually to the board of governors on the implementation of the school's e-safety strategy
- maintain a log of internet related incidents and co-ordinate any investigation into breaches
- report all incidents and issues to Camden's e-safety officer.

2.3.4 IT manager's role

At Fleet this function is carried out by Camden's Schools IT team in conjunction with the school Computing co-ordinator.

Roles include:

- the maintenance and monitoring of the school internet system including anti-virus and filtering systems
- carrying out monitoring and audits of networks and reporting breaches to the e-safety contact officer
- supporting any subsequent investigation into breaches and preserving any evidence.

Where schools do not have an IT manager, support and advice can be provided and the head teacher or a delegated staff member needs to take responsibility for organising this.

2.3.5 Role of school staff

All school staff have a dual role concerning their own internet use and providing guidance, support and supervision for pupils. Their role is:

- adhering to the school's e-safety and acceptable use policy and procedures
- communicating the school's e-safety and acceptable use policy to pupils
- keeping pupils safe and ensuring they receive appropriate supervision and support whilst using the internet

- planning use of the internet for lessons and researching on-line materials and resources
- reporting breaches of internet use to the e-safety contact officer
- recognising when pupils are at risk from their internet use or have had negative experiences and taking appropriate action, for example referral to the e-safety contact officer
- teaching the e-safety and digital literacy elements of the new curriculum.

2.3.6 Designated child protection teachers

Where any e-safety incident has serious implications for the child's safety or well-being, the matter should be referred to the designated child protection teacher for the school who will decide whether or not a referral should be made to Family Services and Social Work or the Police.

2.4 Pupils with special needs

Pupils with learning difficulties or disability may be more vulnerable to risk from use of the internet and may need additional guidance on e-safety practices as well as closer supervision.

SEND co-ordinators are responsible for providing extra support for these pupils and should:

- link with the e-safety contact officer to discuss and agree whether the mainstream safeguarding systems on the internet are adequate for pupils with special need
- where necessary, liaise with the e-safety contact officer and the IT service to discuss any requirements for further safeguards to the school IT system or tailored resources and materials in order to meet the needs of pupils with special needs
- ensure that the school's e-safety policy is adapted to suit the needs of pupils with special needs
- liaise with parents, carers and other relevant agencies in developing e-safety practices for pupils with special needs
- keep up to date with any developments regarding emerging technologies and e-safety and how these may impact on pupils with special needs.

2.5 Working with parents and carers

It is essential that parents and carers are involved in the development and implementation of Fleet's e-safety strategy and policy; most children will have internet access at home or own mobile devices and might not be as closely supervised in its use as they would be at school.

Therefore, parents and carers need to know about the risks so that they are able to continue e-safety education at home and regulate and supervise children's use as appropriate to their age and understanding.

The head teacher, board of governors and the e-safety contact officer should consider what strategies to adopt in order to ensure parents are aware of e-safety issues and support them in reinforcing e-safety messages at home.

Parents should be provided with information on computing and the school's e-safety policy when they are asked to sign acceptable use agreements on behalf of their child so that they are fully aware of their child's level of internet use within the school as well as the school's expectations regarding their behaviour.

3 E-safety policies

3.1 Accessing and monitoring the system

- Access to the school internet system should be via class logins and individual logins with passwords for staff. Visitors should have permission from the head teacher or e-safety contact officer to access the system and be given a separate visitors log-in.
- Network and technical staff responsible for monitoring systems should be supervised by a senior member of their management team.
- The e-safety contact officer and teaching staff should carefully consider the location of internet enabled devices in classrooms and teaching areas in order to allow an appropriate level of supervision of pupils depending on their age and experience.

3.2 Acceptable use policies

- All internet users within the school will be expected to annually read and sign an acceptable use agreement that sets out their rights and responsibilities and incorporates the school e-safety rules regarding their internet use.
- At Fleet, acceptable use agreements will be signed by parents on their child's behalf at the same time that they give consent for their child to have access to the internet in school (see appendix 1).

- Staff are expected to sign an acceptable use policy on appointment and this will be integrated into their general terms of employment (see appendix 2).

The e-safety contact officer keeps a copy of all signed acceptable use agreements in the school office.

3.3 Teaching e-safety

3.3.1 Responsibility

One of the key features of the school's e-safety strategy is teaching pupils to protect themselves and behave responsibly while on-line. There is an expectation that over time, pupils will take increasing responsibility for their own behaviour and internet use so that they can be given more freedom to explore systems and applications with a lessening amount of supervision from staff.

- Overall responsibility for the design and co-ordination of e-safety education lies with the head teacher and the e-safety contact officer, but all staff should play a role in delivering e-safety messages.
- The e-safety contact officer is responsible for ensuring that all staff have the knowledge and resources to enable them to do so.
- Teachers are primarily responsible for delivering an ongoing e-safety education in the classroom as part of the curriculum.
- Rules regarding safe internet use should be posted up in all classrooms and teaching areas where computers are used to deliver lessons.
- The start of every lesson where computers are being used should be an opportunity to remind pupils of expectations on internet use and the need to follow basic principles in order to keep safe.
- Teachers may wish to use PSHEE lessons as a forum for discussion on e-safety issues to ensure that pupils understand the risks and why it is important to regulate their behaviour whilst on-line.
- Teachers should be aware of those children who may be more vulnerable to risk from internet use, generally those children with a high level of experience and good computer skills but coupled with poor social skills.
- Teachers should ensure that the school's policy on pupils' use of their own mobile phones and other mobile devices in school is adhered to.

3.3.2 Content

Pupils should be taught all elements of e-safety included in the computing curriculum so that they:

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Further to this, pupils should be taught:

- the benefits and risks of using the internet
- how their behaviour can put themselves and others at risk
- what strategies they can use to keep themselves safe
- what to do if they are concerned about something they have seen or received via the internet
- who to contact to report concerns
- that the school has a “no blame” policy so that pupils are encouraged to report any e-safety incidents
- that the school has a “no tolerance” policy regarding cyber bullying
- the basic principles of “netiquette”
- behaviour that breaches acceptable use policies will be subject to sanctions and disciplinary action
- the internet should only be used for educational purposes
- access to the internet via LGFL has been designed so that use is monitored and that access to some sites are blocked
- the school’s policy on using their own mobile phones whilst in school.

3.3.3 Technology and sexual abuse and bullying behaviour

The internet contains a high level of sexually explicit content and internet-based communications systems and social networking sites can be used to send sexually explicit messages and images. Schools need to be aware of the use of IT by older pupils for the purpose of distributing unsuitable materials and sexually harassing other pupils and be able to safeguard pupils from this.

For example, sexting involves the sending of intimate photographic images of an individual to others electronically via the internet. Pupils need to understand that once the image is sent, they have lost control of who it is distributed to and how it is used, and that there is a good chance that the image will be widely seen, possibly including parents.

On-line behaviour that involves sexual abuse and bullying is a criminal offence, although it is unlikely that the perpetrator will be prosecuted where it is a peer of the victim.

However, schools need to include responses to sexual bullying in their behaviour policy and make a referral to Family Services and Social Work for any pupil who displays sexually abusive behaviour towards other pupils. Staff should refer to Camden's "Children who harm other children" guidance for further details on this.

3.4 Technology and safe teaching practice

School staff need to be aware of the importance of maintaining professional standards of behaviour with regards to their own internet use, particularly in relation to their communications with pupils. Staff should refer to the model social media policy for school staff for further guidance.

The following points should be followed by staff to ensure that their behaviour is not open to misinterpretation and to safeguard them from misplaced or malicious allegations.

- Photographic and video images of pupils should only be taken by staff in connection with educational purposes, for example school trips.
- Staff should always use school equipment and only store images on the school computer system, with all other copies of the images on personal mobile devices erased.
- Staff should take care regarding the content of and access to their own social networking sites and ensure that pupils and parents cannot gain access to these.
- Staff should ensure that any materials published on their own social networking sites are neither inappropriate nor illegal.

- Staff should be particularly careful regarding any comments to do with the school or specific pupils that are communicated over the internet; remarks that are private may go to a wider audience and raise questions regarding confidentiality.
- Staff should not engage in any conversation with pupils via instant messaging or social networking sites as these may be misinterpreted or taken out of context.
- Where staff need to communicate with pupils regarding school work, this should be via the school email system and messages should be carefully written to ensure that they are clear, unambiguous and not open to any negative interpretation.
- When making contact with parents or pupils by telephone, staff should only use school equipment. Pupil or parent numbers should not be stored on a staff member's personal mobile phone and staff should avoid lending their mobile phones to pupils.
- When making contact with parents or pupils by email, staff should always use their school email address or account. Personal email addresses and accounts should never be used.
- Staff should ensure that personal data relating to pupils is stored securely and encrypted if taken off the school premises.
- Where staff are using mobile equipment such as laptops or i-pads provided by the school, they should ensure that the equipment is kept safe and secure at all times.

3.5 Safe use of technology

3.5.1 Internet and search engines

- When using the internet, children should receive the appropriate level of supervision for their age and understanding. Teachers should be aware that often, the most computer-literate children are the ones who are most at risk.
- Primary school children should be supervised at all times when using the internet.
- Pupils should not be allowed to aimlessly "surf" the internet and all use should have a clearly defined educational purpose.
- Despite filtering systems, it is still possible for pupils to inadvertently access unsuitable websites; to reduce risk, teachers should plan use of internet resources ahead of lessons by checking sites and storing information off-line where possible.

- Where teachers require access to blocked websites for educational purposes, this should be discussed and agreed with the e-safety contact officer, who will liaise with the IT service provider for temporary access. Teachers should notify the e-safety contact officer once access is no longer needed to ensure the site is blocked.

3.5.2 Evaluating and using internet content

Teachers should teach pupils good research skills that help them to maximise the resources available on the internet so that they can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. They should also be taught how to critically evaluate the information retrieved by:

- questioning the validity of the source of the information; whether the author's view is objective and what authority they carry
- carrying out comparisons with alternative sources of information
- considering whether the information is current and whether the facts stated are correct.

In addition, pupils should be taught the importance of respecting copyright and correctly quoting sources and told that plagiarism (copying others work without giving due acknowledgement) is against the rules of the school.

3.5.3 Safe use of applications

School email systems should be hosted by an email system that allows content to be filtered and allow pupils to send emails to others within the school or to approved email addresses externally.

Social networking sites such as Facebook, MySpace and Twitter allow users to publish information about them to be seen by anyone who has access to the site. Generally, these have limited use in schools but pupils are likely to use these sites at home.

Newsgroups and forums are sites that enable users to discuss issues and share ideas on-line. These can offer an educational value.

Chat rooms are internet sites where users can join in "conversations" on-line; **instant messaging** allows instant communications between two people on-line. In most cases, pupils will use these at home although school internet systems do host these applications.

Gaming-based sites allow children to "chat" to other gamers during the course of gaming. Many of the gaming sites are not properly moderated and may be targeted by adults who pose a risk to children. Consequently such sites should not be accessible via school internet systems

Safety rules

- Access to and use of personal email accounts, unregulated public social networking sites, newsgroups or forums, chat rooms or gaming sites on the school internet system is forbidden and may be blocked. This is to protect pupils from receiving unsolicited mail or contacts and to preserve the safety of the system from hacking and viruses.
- If schools identify a clear educational use for emails or social networking sites and forums for on-line publishing, they should only use approved sites such as those provided by the IT service provider. Any use of these sites should be strictly supervised by the responsible teacher.
- Emails should only be sent via the school internet system to addresses within the school system or approved external address. All email messages sent by pupils in connection with school business must be checked and cleared by the responsible teacher.
- Where teachers wish to add an external email address, this must be for a clear educational purpose and must be discussed with the e-safety contact officer who will liaise with the Schools' IT team.
- Apart from the head teacher, individual email addresses for staff or pupils should not be published on the school website.
- Pupils should be taught to be wary of opening attachments to emails where they are unsure of the content or have no knowledge of the sender.
- Pupils should be taught not to disclose personal contact details for themselves or others such as addresses or telephone numbers via email correspondence or on social networking sites.
- All electronic communications should be polite; if a pupil receives an offensive or distressing email or comment, they should be instructed not to reply and to notify the responsible teacher immediately.
- Pupils should be warned that any bullying or harassment via email, chat rooms or social networking sites will not be tolerated and will be dealt with in accordance with the school's anti-bullying policy. This should include any correspondence or contact taking place outside the school and/or using non-school systems or equipment.
- Users should be aware that as use of the school internet system is for the purposes of education or school business only, and its use may be monitored.

- In order to teach pupils to stay safe online outside of school, they should be advised:
 - not to give out personal details to anyone on-line that may help to identify or locate them or anyone else, for example home address, name of school or clubs attended
 - to only use moderated chat rooms that require registration and are specifically for their age group;
 - not to upload personal photos of themselves or others onto sites and to take care regarding what information is posted as there is no control where images may end up or who can see them
 - how to set up security and privacy settings on sites to block unwanted communications or deny access to those unknown to them
 - to behave responsibly whilst on-line and keep communications polite
 - not to respond to any hurtful or distressing messages but to let their parents or carers know so that appropriate action can be taken.
 - not to give out personal details to anyone on-line that may help to identify or locate them or anyone else
 - not to arrange to meet anyone whom they have only met on-line or go “off-line” with anyone they meet in a chat room
 - to behave responsibly whilst on-line and keep communications polite
 - not to respond to any hurtful or distressing messages but to let their parents or carers know so that appropriate action can be taken.

3.5.4 Video conferencing (where appropriate)

Video conferencing enables users to communicate face-to-face via the internet using web cameras.

- Teachers should try to use a safe video conferencing platform, ie: London Grid for Learning and need to be aware of the risks associated with live video feeds.
- Pupil use of video conferencing should be for educational purposes and should be supervised as appropriate to their age. Pupils must ask permission from the responsible teacher before making or receiving a video conference call.
- Teachers should ensure that pupils are appropriately dressed during any photography or filming and equipment must not be used in changing rooms or toilets.
- Photographic or video devices may be used by teachers only in connection with educational activities including school trips.

- Photographs and videos may only be downloaded onto the school's computer system with the permission of the network manager and should never enable individual pupils' names or other identifying information to be disclosed.

3.5.5 School website

- Content should not be uploaded onto the school website unless it has been authorised by the e-safety contact officer, Computing co-ordinator and the head teacher, who are responsible for ensuring that content is accurate, suitable for the purpose and audience, and does not breach copyright or intellectual property law.
- The Computing co-ordinator is the named person responsible for uploading materials to the school website
- To ensure the privacy and security of staff and pupils, the contact details on the website should be the school address, email and telephone number. No contact details for staff or pupils should be contained on the website.
- Children's full names should never be published on the website.
- Links to any external websites should be regularly reviewed to ensure that their content is appropriate for the school and the intended audience.

3.5.6 Photographic and video images

- Where the school uses photographs and videos of pupils for publicity purposes, for example on the school website, images should be carefully selected so that individual pupils cannot be easily identified. It is recommended that group photographs are used.
- Where photographs or videos of children are used, written permission must be obtained first from their parents or carers, who should be informed of the purpose of the image and where it will appear.
- Children's names should never be published where their photograph or video is being used.
- Staff should ensure that children are suitably dressed to reduce the risk of inappropriate use of images.
- Images should be securely stored only on the school's computer system and all other copies deleted.

- Stored images should not be labelled with the child's name and all images held of children should be deleted once the child has left the school.
- Staff should not use personal devices to take photographs of pupils.
- Schools should inform parents that although they may take photographic images of school events that include other children, it is on the understanding that these images are for school use only and will not be published on the internet or social networking sites.

3.5.7 Pupils own mobile phone/handheld systems

An increasing number of pupils are likely to have mobile phones or other devices that allows them to access internet services, and these can pose a major problem for schools in that their use may distract pupils during lessons and may be used for cyber bullying.

Any pupil who brings a mobile phone to school should hand it in to the office as soon as they arrive at school, and should collect it at the end of the day. No child should have a phone in class or in the playground.

4 Responding to incidents

4.1 Policy statement

- All incidents and complaints relating to e-safety and unacceptable internet use will be reported to the e-safety contact officer in the first instance. All incidents, whether involving pupils or staff, must be recorded by the e-safety contact officer on the e-safety incident report form (appendix 3).
- A copy of the incident record should be emailed to Camden's designated e-safety officer at jenni.spencer@camden.gov.uk.
- Where the incident or complaint relates to a member of staff, the matter must always be referred to the head teacher for action and consideration given to contacting the LADO where this is appropriate. Incidents involving the head teacher should be reported to the chair of the board of governors.
- The school's e-safety contact officer should keep a log of all e-safety incidents and complaints and regularly review the information for evidence of emerging patterns of individual behaviour or weaknesses in the school's e-safety system, and use these to update the e-safety policy.

- E-safety incidents involving safeguarding issues, for example contact with inappropriate adults, should be reported to the designated child protection teacher, who will make a decision as to whether or not to refer the matter to the police and/or Family Services and Social Work in conjunction with the head teacher.

Although it is intended that e-safety strategies and policies should reduce the risk to pupils whilst on-line, this cannot completely rule out the possibility that pupils may access unsuitable material on the internet. Neither the school nor the London Borough of Camden can accept liability for material accessed or any consequences of internet access, but all reasonable precautions will be taken to ensure a safe e-learning environment.

4.2 Unintentional access of inappropriate websites

- If a pupil or teacher accidentally opens a website that has content which is distressing or upsetting or inappropriate to the pupils' age, teachers should immediately (and calmly) close or minimise the screen.
- Teachers should reassure pupils that they have done nothing wrong and discuss the incident with the class to reinforce the e-safety message and to demonstrate the school's "no blame" approach.
- The incident should be reported to the e-safety contact officer and details of the website address and URL provided.
- The e-safety contact officer should liaise with the network manager to ensure that access to the site is blocked and the school's filtering system reviewed to ensure it remains appropriate.

4.3 Intentional access of inappropriate websites by a pupil

- If a pupil deliberately accesses inappropriate or banned websites, they will be in breach of the acceptable use policy and subject to appropriate sanctions (see section 5).
- The incident should be reported to the e-safety contact officer and details of the website address and URL recorded.
- The e-safety contact officer should liaise with the network manager to ensure that access to the site is blocked.
- The pupil's parents should be notified of the incident and what action will be taken.

4.4 Inappropriate use of IT by staff

- If a member of staff witnesses misuse of IT by a colleague, they should report this to the head teacher and the e-safety contact officer immediately. If the misconduct involves the head teacher or governor, the matter should be reported to the chair of the board of governors.
- The e-safety contact officer will notify the network manager so that the computer, laptop or other device is taken out of use and securely stored in order to preserve any evidence. A note of any action taken should be recorded on the e-safety incident report form.
- The e-safety contact officer will arrange with the network manager to carry out an audit of use to establish which user is responsible and the details of materials accessed.
- Once the facts are established, the head teacher will take any necessary disciplinary action against the staff member and report the matter to the school governors and the police where appropriate. Where appropriate, consideration should be given to contacting the LADO for advice.
- If the materials viewed are illegal in nature the head teacher or governor should report the incident to the police and follow their advice, which should also be recorded on the e-safety incident report form.

4.5 Cyberbullying

4.5.1 Definition and description

Cyberbullying is defined as the use of technology such as email and social networking sites to deliberately hurt or upset someone or harass or threaten. Unlike physical forms of bullying, the internet allows bullying to continue past school hours and invades the victim's home life and personal space. It also allows distribution of hurtful comments and material to a wide audience.

Cyber bullying is extremely prevalent as pupils who would not consider bullying in the physical sense may find it easier to bully through the internet, especially if it is thought the bullying may remain anonymous.

Bullying may take the form of:

- rude, abusive or threatening messages via email or text
- posting insulting, derogatory or defamatory statements on blogs or social networking sites
- setting up websites that specifically target the victim
- making or sharing derogatory or embarrassing images or videos of someone via mobile phone or email

Cyber bullying can affect pupils and staff members. Often, the internet medium used to perpetrate the bullying allows the bully to remain anonymous. In extreme cases, cyber bullying could be a criminal offence under the Harassment Act 1997 or the Telecommunications Act 1984.

4.5.2 Dealing with incidents

The following covers all incidents of bullying that involve pupils at the school, whether or not they take place on school premises or outside school.

- School anti-bullying and behaviour policies and acceptable use policies cover the issue of cyber bullying and set out clear expectations of behaviour and sanctions for any breach.
- Any incidents of cyber bullying should be reported to the e-safety contact officer who will notify record the incident on the incident report form and ensure that the incident is dealt with in line with the school's anti-bullying policy. Incidents should be monitored and the information used to inform the development of anti-bullying policies.
- Where incidents are extreme, for example threats against someone's life, or continue over a period of time, consideration should be given to reporting the matter to the police as in these cases, the bullying may be a criminal offence.
- As part of e-safety awareness and education, pupils should be told of the "no tolerance" policy for cyber bullying and encouraged to report any incidents to their teacher.
- Pupils should be taught:
 - to only give out mobile phone numbers and email addresses to people they trust
 - to only allow close friends whom they trust to have access to their social networking page
 - not to send or post inappropriate images of themselves
 - not to respond to offensive messages
 - to report the matter to their parents and teacher immediately.
- Evidence of bullying, for example texts, emails or comments on websites should be preserved by the young person as evidence.

Any action taken on cyber bullying incidents must be proportional to the harm caused. For some cases, it may be more appropriate to help the pupils involved to resolve the issues themselves rather than impose sanctions. This may be facilitated by the School Council or a specialist resource such as Cybermentors.

4.5.3 Action by service providers

All website providers and mobile phone companies are aware of the issue of cyber bullying and have their own systems in place to deal with problems, such as tracing communications. Teachers or parents can contact providers at any time for advice on what action can be taken.

- Where the bullying takes place by mobile phone texts, the mobile phone company can be contacted to ask them to trace the calls. The pupil should also consider changing their phone number.
- Where the bullying takes place by email, and the messages are being sent from a personal email account, contact the service provider so that the sender can be traced. The pupil should also consider changing email address.
- Where bullying takes place in chat rooms or gaming sites, the pupil should leave the chat room or gaming site immediately and seek advice from parents or teachers. Bullying should be reported to any chat room moderator to take action.
- Where bullying involves messages on social networking sites or blogs, contact the website provider to request that the comments are removed. In extreme cases, the bully's access to the site can be blocked.
- Parents should be notified of any incidents and advised on what measures they can take to block any offensive messages on computers at home.

4.5.4 Cyberbullying of teachers

- Head teachers should be aware that teachers may become victims of cyberbullying by pupils. Because of the duty of care owed to staff, head teachers should ensure that teachers are able to report incidents in confidence and receive adequate support, including taking any appropriate action against pupils.
- The issue of cyberbullying of teachers should be incorporated into any anti-bullying policies, education programme or discussion with pupils so that they are aware of their own responsibilities.
- Incidents of cyber bullying involving teachers should be recorded and monitored by the e-safety contact officer in the same manner as incidents involving pupils.
- Teachers should follow the guidance on safe IT use in section 3.4 of this policy and avoid using their own mobile phones or email addresses to contact parents or pupils so that no record of these details becomes available.

- Personal contact details for teachers should not be posted on the school website or in any other school publication.
- Teachers should follow the advice above on cyberbullying of pupils and not reply to messages but report the incident to the head teacher immediately.

4.6 Risk from inappropriate contacts and non-contact sexual abuse

Teachers may be concerned about a pupil being at risk as a consequence of their contact with an adult they have met over the internet. The pupil may report inappropriate contacts or teachers may suspect that the pupil is being groomed or has arranged to meet with someone they have met on-line.

School staff should also be aware of pupils being sexually abused on-line through video messaging such as Skype. In these cases, perpetrators persuade the young person concerned to carry out sexual acts while the perpetrator watches/records. The perpetrators may be adults but may also be peers.

- All concerns around inappropriate contacts should be reported to the e-safety contact officer and the designated child protection teacher.
- The designated child protection teacher should discuss the matter with the referring teacher and where appropriate, speak to the pupil involved, before deciding whether or not to make a referral to Family Services and Social Work and/or the police.
- The police should always be contacted if there is a concern that the child is at immediate risk, for example if they are arranging to meet the adult after school.
- The designated child protection teacher can seek advice on possible courses of action from Camden's e-safety officer in Family Services and Social Work.
- Teachers will advise the pupil how to terminate the contact and change contact details where necessary to ensure no further contact.
- The designated child protection teacher and the e-safety contact officer should always notify the pupil's parents of any concerns or incidents and where appropriate, arrange to meet with them discuss what action they can take to ensure their child's safety.

- Where inappropriate contacts have taken place using school IT equipment or networks, the e-safety contact officer should make a note of all actions taken and contact the network manager to ensure that all evidence is preserved and that an audit of systems is carried out to ensure that the risk to other pupils is minimised.

4.7 Risk from contact with violent extremists

Many extremist groups who advocate violence use the internet as a means of either inciting violence against specific groups or providing information on preparing explosives or carrying out terrorist acts. Because of their personal circumstances, some young people may be susceptible to these influences.

- Staff need to be aware of those pupils who are being targeted by or exposed to harmful influences from violent extremists via the internet. Pupils and staff should be warned of the risks of becoming involved in such groups and informed that accessing such websites is against school policies.
- The school should ensure that adequate filtering is in place and review filtering in response to any incident where a pupil or staff member accesses websites advocating violent extremism.
- All incidents should be dealt with as a breach of the acceptable use policies and the school's behaviour and staff disciplinary procedures should be used as appropriate.
- The e-safety contact officer and the designated child protection teacher should record and review all incidents in order to establish whether there are any patterns of extremist groups targeting the school and whether current school procedures are robust enough to deal with the issue.
- If there is evidence that the pupil is becoming deeply enmeshed in the extremist narrative, schools should seek advice from Camden's Integrated Youth Support Services on accessing programmes that prevent radicalisation. Where there is evidence that their parents are involved in advocating extremist violence, referral should be made to FSSW.

4.8 Risk from sites advocating suicide, self-harm and anorexia

Some internet sites advocate dangerous activities such as self-harming, suicide or anorexia. Other sites contain sexually explicit material or glorify risky and illegal behaviours like substance misuse.

Exposure to potentially harmful materials online may normalise the issue for young people and desensitise them to the harm. Most young people who visit

these sites will not be adversely affected, but some vulnerable, less resilient young people may feel drawn to the sites which may trigger harmful or even fatal behaviours.

- The school should ensure that young people have an opportunity to openly discuss issues such as self-harming, suicide, substance misuse and anorexia as part of the PHSEE curriculum (as appropriate).
- Pastoral support should be made available to all young people to discuss issues affecting them and to establish whether their online activities are an added risk factor
- Staff should receive the training needed to raise awareness of these issues so that they are able to identify those young people who are at risk, offer appropriate support and make appropriate referrals for help.

5 Sanctions for misuse of school technology

5.1 Sanctions for Pupils

Sanctions are in place for any breaches of the Responsible Use Agreement. These reflect the seriousness of the breach and take into account all other relevant factors. The e-safety contact officer and Computing co-ordinator must be made aware of any breaches, and a decision will be made whether to deal with the incident internally, or whether to involve parents and outside agencies.

5.2 Sanctions for staff

All staff will be expected to sign a Responsible Use Agreement when they join the school. Any breaches of this will be dealt with either internally, or by referral to Camden's e-safety officer for more serious incidents. It is expected that all members of staff will report any breaches of the agreement if they are aware of any.

Policy written: January 2015

Renewal date: January 2018

Appendix 1:

Acceptable use policy for Fleet primary school pupils

Name:

Year:

I want to stay safe while I am using a computer and I know that anything I do on the computer may be seen by someone else.

I will:

- keep my passwords a secret
- only open pages which my teacher has said are okay
- tell my teacher if anything makes me feel scared or uncomfortable
- make sure all the messages I send are polite
- tell my teacher if I get a nasty message
- not reply to any nasty message which makes me feel upset or uncomfortable
- not give my mobile number, home number or address to anyone who is not a real friend
- only email people I know or if my teacher agrees
- only use my school email address
- talk to my teacher before using anything on the internet
- not tell people about myself on-line (I will not tell them my name, anything about where I live or where I go to school)
- not load photographs of myself onto the computer
- never agree to meet a stranger.

Parents

- I have read the above school rules for responsible internet use and agree that my child may have access to the internet at school. I understand that the school will take all reasonable precautions to ensure pupils do not have access to inappropriate websites, and that the school cannot be held responsible if pupils do access inappropriate websites.
- I agree that my child's work can be published on the school website.
- I agree that photographs that include my child may be published but that any photography will not clearly identify my child and that their name will not be published.

Signed:

Date:

Appendix 2

Acceptable use policy for Fleet staff and governors

Access and professional use

- All computer networks and systems belong to the school and are made available to staff and governors for educational, professional, administrative and governance purposes only.
- Staff and governors are expected to abide by all school e-safety rules and the terms of this acceptable use policy. Failure to do so may result in disciplinary action being taken against staff or governors being removed.
- The school reserves the right to monitor internet activity and examine and delete files from the school's system.
- Staff and governors have a responsibility to safeguard pupils in their use of the internet and reporting all e-safety concerns to the e-safety contact officer.
- Copyright and intellectual property rights in relation to materials used from the internet must be respected.
- E-mails and other written communications must be carefully written and polite in tone and nature.
- Anonymous messages and the forwarding of chain letters are not permitted.
- Staff and governors will have access to the internet as agreed by the school but will take care not to allow pupils to use their logon to search the internet.

Data protection and system security

- Staff and governors should ensure that any personal data sent over the internet will be encrypted or sent via secure systems. Where personal data is taken off the school premises via laptops and other mobile systems, the information must be encrypted beforehand.
- Use of any portable media such as USB sticks or CD-ROMS is permitted where virus checks can be implemented on the school ICT system using SOPHOS software.
- Downloading executable files or unapproved system utilities will not be allowed and all files held on the school ICT system will be regularly checked.
- Sharing and use of other people's log-ins and passwords is forbidden. Users should ensure that they log-out when they have finished using a computer terminal.
- Files should be saved, stored and deleted in line with the school policy.

Personal use

- Staff and governors should not browse, download or send material that could be considered offensive to colleagues and pupils or is illegal.

- Staff and governors should not allow school equipment or systems to be used or accessed by unauthorised persons and keep any computers or hardware used at home safe.
- Staff and governors should ensure that personal websites or blogs do not contain material that compromises their professional standing or brings the school's name into disrepute.
- School ICT systems may not be used for private purposes without permission from the head teacher.
- Use of school ICT systems for financial gain, gambling, political purposes or advertising is not permitted.

I have read the above policy and agree to abide by its terms.

Name:
School:
Signed:
Date:

Appendix 3:

E-safety incident report form

This form should be kept on file and a copy emailed to Camden's e-safety officer at jenni.spencer@camden.gov.uk

School/organisation's details:

<p>Name of school/organisation:</p> <p>Address:</p> <p>Name of e-safety contact officer:</p> <p>Contact details:</p>
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Details of incident

<p>Date happened:</p> <p>Time:</p> <p>Name of person reporting incident:</p> <p>If not reported, how was the incident identified?</p> <p>Where did the incident occur?</p> <p><input type="checkbox"/> In school/service setting <input type="checkbox"/> Outside school/service setting</p> <p>Who was involved in the incident?</p> <p><input type="checkbox"/> child/young person <input type="checkbox"/> staff member <input type="checkbox"/> other (please specify)</p> <p>Type of incident:</p> <p><input type="checkbox"/> bullying or harassment (cyber bullying)</p> <p><input type="checkbox"/> deliberately bypassing security or access</p> <p><input type="checkbox"/> hacking or virus propagation</p> <p><input type="checkbox"/> racist, sexist, homophobic religious hate material</p> <p><input type="checkbox"/> terrorist material</p> <p><input type="checkbox"/> drug/bomb making material</p> <p><input type="checkbox"/> child abuse images</p> <p><input type="checkbox"/> on-line gambling</p> <p><input type="checkbox"/> soft core pornographic material</p> <p><input type="checkbox"/> illegal hard core pornographic material</p> <p><input type="checkbox"/> other (please specify)</p>
--

Description of incident

Nature of incident

<input type="checkbox"/> Deliberate access Did the incident involve material being; <input type="checkbox"/> created <input type="checkbox"/> viewed <input type="checkbox"/> printed <input type="checkbox"/> shown to others <input type="checkbox"/> transmitted to others <input type="checkbox"/> distributed Could the incident be considered as; <input type="checkbox"/> harassment <input type="checkbox"/> grooming <input type="checkbox"/> cyber bullying <input type="checkbox"/> breach of AUP <input type="checkbox"/> Accidental access Did the incident involve material being; <input type="checkbox"/> created <input type="checkbox"/> viewed <input type="checkbox"/> printed <input type="checkbox"/> shown to others <input type="checkbox"/> transmitted to others <input type="checkbox"/> distributed
--

Action taken

<input type="checkbox"/> Staff <input type="checkbox"/> incident reported to head teacher/senior manager <input type="checkbox"/> advice sought from Family Services and Social Work <input type="checkbox"/> referral made to Family Services and Social Work <input type="checkbox"/> incident reported to police <input type="checkbox"/> incident reported to Internet Watch Foundation <input type="checkbox"/> incident reported to IT <input type="checkbox"/> disciplinary action to be taken <input type="checkbox"/> e-safety policy to be reviewed/amended Please detail any specific action taken (ie: removal of equipment) <input type="checkbox"/> Child/young person <input type="checkbox"/> incident reported to head teacher/senior manager <input type="checkbox"/> advice sought from Family Services and Social Work <input type="checkbox"/> referral made to Family Services and Social Work <input type="checkbox"/> incident reported to police <input type="checkbox"/> incident reported to social networking site <input type="checkbox"/> incident reported to IT <input type="checkbox"/> child's parents informed <input type="checkbox"/> disciplinary action to be taken <input type="checkbox"/> child/young person debriefed <input type="checkbox"/> e-safety policy to be reviewed/amended

Outcome of incident/investigation

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Appendix 4: Description of Computing Applications

Technology/ Application	Description/ Usage	Benefits	Risks
Internet	<ul style="list-style-type: none"> • Enables the storage, publication and retrieval of a vast range of information • Supports communications systems 	<ul style="list-style-type: none"> • Provides access to a wide range of educational materials, information and resources to support learning • Enables pupils and staff to communicate widely with others • Enhances schools management information and business administration systems. 	<ul style="list-style-type: none"> • Information is predominantly for an adult audience and may be unsuitable for children • The vast array of information makes retrieval difficult without good research skills and ability to critically evaluate information • Access to sites promoting illegal or anti-social activities, extreme views or commercial and gambling sites.
Email	<ul style="list-style-type: none"> • Allows written communications over the network and the ability to attach documents. 	<ul style="list-style-type: none"> • Enables exchange of information and ideas and supports collaborative working. • Enhances written communications skills • A good form of communication for children with some disabilities. 	<ul style="list-style-type: none"> • Difficulties controlling contacts and content • Use as a platform for bullying and harassment • Risks from unwanted spam mail, particularly for fraudulent purposes or to introduce viruses to systems • Hacking • Unsolicited mail.
Chat/instant messaging/ gaming	<ul style="list-style-type: none"> • Chat rooms allow users to chat on-line in real time in virtual meeting places with a number of people; • Instant messaging allows real-time chat for 2 or more people privately with no-one else able to join. Users have control over who they contact through 	<ul style="list-style-type: none"> • Enhances social development by allowing children to exchange experiences and ideas and form friendships with peers. • Use of pseudonyms protects the child's identity. • Moderated chat rooms can offer some protection to children. 	<ul style="list-style-type: none"> • Anonymity means that children are not aware of who they are really talking to. • Chat rooms may be used by predatory adults to contact, groom and abuse children on-line. • Risk of children giving away personal information that may

	“buddy lists”.		<p>identify or locate them.</p> <ul style="list-style-type: none"> • May be used as a platform to bully or harass.
Social networking sites	<ul style="list-style-type: none"> • On-line communities, including blogs and podcasts, where users can share text, photos and music with others by posting items onto the site and through messaging. • It allows creation of individual profiles. • Users can develop friends lists to allow access to individual profiles and invite comment. 	<ul style="list-style-type: none"> • Allows children to network with peers and join forums to exchange ideas and resources. • It provides a creative outlet and improves ICT skills. 	<ul style="list-style-type: none"> • Open access means children are at risk of unsuitable contact. • Risk of children posting unsuitable material on-line that may be manipulated to cause them embarrassment or distress. • Children may post personal information that allows them to be contacted or located. • May be used as a platform to bully or harass.
File sharing (peer-to-peer networking)	<ul style="list-style-type: none"> • Allows users to share computer capability, networks and file storage. • Used to share music, video and other materials. 	<ul style="list-style-type: none"> • Allows children to network within a community of peers with similar interests and exchange materials. 	<ul style="list-style-type: none"> • Illegal download and copyright infringement. • Exposure to unsuitable or illegal materials. • Computers are vulnerable to viruses and hacking.
Mobile phones and multi-media equipment	<ul style="list-style-type: none"> • Mobile phones now carry other functions such as cameras, video-messaging and access to internet and email. 	<ul style="list-style-type: none"> • Provide children with a good means of communication and entertainment. • They can also keep children safe and allow them to be contacted or stay in contact. 	<ul style="list-style-type: none"> • Their mobile nature makes supervision of use difficult leading to risks of unsuitable contacts or exposure to unsuitable material on the internet or through messaging. • Risk from violent crime due to theft. • Risk of cyberbullying via mobile phones.