ONLINE SAFETY POLICY

(Including Early Years Foundation Stage)

Key Details

Designated Safeguarding Lead: Mrs Louise Lawrance Headmistress

Designated Safeguarding Deputy: Mrs Leah Harrington Deputy Headmistress

Named Governor with lead responsibility: Mrs Kate Easton

Date Updated: September 2022

Date agreed and ratified by Governing Body: September 2022

Date of next review: September 2023

This policy will be reviewed **at least** annually. It will also be revised following any concerns and/or updates to national and local guidance or procedures.

Contents

The Granville School Online Safety Policy

It is the duty of The Granville School to ensure that every pupil in its care is safe; and the same principles apply to the digital world as apply to the real world. Online safety is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key school leads, teachers and parents. Accordingly, this policy is written in line with 'Keeping Children Safe in Education' 2022 (KCSIE), 'Teaching Online Safety in Schools' 2019, statutory RSHE guidance 2019 and other statutory documents. Our pupils are therefore taught how to stay safe in the online environment and how to mitigate risks, including but not limited to the risk of identity theft, bullying, harassment, grooming, stalking, abuse and radicalisation.

Policy aims

The purpose of this policy is to:

- Set out expectations for all The Granville School community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)
- Help all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, and regardless of device or platform
- Facilitate the safe, responsible, respectful and positive use of technology to support teaching & learning, increase attainment and prepare children and young people for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online
- Help school staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
    - for the protection and benefit of the children and young people in their care, and
    - for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice
    - for the benefit of the school, supporting the school ethos, aims and objectives, and protecting the reputation of the school and profession
- Establish clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other school policies such as Behaviour Policy or Anti-Bullying Policy)

The main areas of risk for our school community can be summarised as follows:

Content: age-inappropriate or unreliable content can be available to children

- exposure to inappropriate content, including online pornography, ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse
- social networking and app technology
- Lifestyle websites promoting harmful behaviours
- Hate content
- Content validation: how to check authenticity and accuracy of online content

Contact: children can be contacted by bullies or people who groom or seek to abuse them

- Grooming (sexual exploitation, radicalisation etc.)
- Online bullying in all forms
- Social or commercial identity theft, including passwords

Conduct: children may be at risk because of their own behaviour, for example, by sharing too much information

- Aggressive behaviours (bullying)
- Privacy issues, including disclosure of personal information
- Digital footprint and online reputation
- Health and well-being (amount of time spent online (Internet or gaming)
- Sexting
- Copyright (little care or consideration for intellectual property and ownership)

Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites

- Advertising and marketing schemes
- In-app purchases
- Popups
- Spam emails and text

Policy scope

This policy applies to all members of The Granville School community (including teaching and support staff, governors, volunteers, contractors, pupils, parents/carers, visitors and community users) who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time, or who use technology in their school role.

The Education and Inspections Act 2006 empowers Head teachers 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. This is pertinent to incidents of online-bullying or other Online Safety incidents covered by this policy, which may take place outside of the school but is linked to membership of the school.

The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the published Behaviour Policy. The school will deal with such incidents within this policy and associated behaviour and antibullying policies and will, where known, inform parents/carers of incidents of inappropriate Online Safety behaviour that take place out of school.

Links with other policies and practices

- This policy links with several other policies, practices and action plans, including but not limited to those in the 'Linked Policies' list at the end of this policy.
    - Anti-bullying policy
    - Acceptable Use Policies (AUP)
    - Code of conduct for staff
    - Promotion of Good Behaviour Policy
    - Safeguarding policy
    - Computing and ICT
    - Personal Social and Health and Citizenship Education (PSHCE)
    - Relationship and Sex Education policy
    - Data Protection Policy
    - CCTV policy

Monitoring and review

- Technology evolves and changes rapidly; as such The Granville School will review this policy at least annually. The policy will be revised following any national or local policy updates, any local child protection concerns and/or any changes to our technical infrastructure.
- We will regularly monitor internet use and evaluate online safety mechanisms to ensure that this policy is consistently applied.
- To ensure they have oversight of online safety, the headmistress will be informed of online safety concerns, as appropriate.
- The named governor for safeguarding will report on online safety practice and incidents, including outcomes, on a regular basis to the wider governing body.
- Any issues identified via monitoring policy compliance will be incorporated into our action planning.

Roles and responsibilities

The Granville school is a community and all members have a duty to behave respectfully online and offline, to use technology for teaching and learning and to prepare for life after school, and to immediately report any concerns or inappropriate behaviour, to protect staff, pupils, families and the reputation of the school. We learn together, make honest mistakes together and support each other in a world that is online and offline at the same time.

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

Governing Body, led by Online Safety / Safeguarding Link Governor – Mrs Kate Easton

The governing body of the school is responsible for the approval of this policy and for reviewing its effectiveness. The governing body will review this policy at least annually. The governing body shall nominate one of its members as Lead Governor for Safeguarding & Online Safety who would liaise with the school in relation to e-safety.

Key responsibilities (quotes are taken from Keeping Children Safe in Education 2021)

- Approve this policy and strategy and subsequently review its effectiveness, e.g. by asking the questions in the helpful document from the UK Council for Child Internet Safety (UKCIS) Online safety in schools and colleges: Questions from the Governing Board
- Ask about how the school has reviewed protections for **pupils in the home** (including when with online tutors) and **remote-learning** procedures, rules and safeguards (see remotesafe.lgfl.net for guidance to policies and an infographic overview of safeguarding considerations for remote teaching technology.
- "Ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of DSL with **lead responsibility** for safeguarding and child protection (including online safety) with the appropriate status and authority and time, funding, training, resources and support…"
- Support the school in encouraging parents and the wider community to become engaged in online safety activities
- Have regular strategic reviews with the DSL and incorporate online safety into standing discussions of safeguarding at governor meetings
- Ensure that there is regular review and open communication between DSL or deputy DSL, and that the DSL's clear overarching responsibility for online safety is not compromised
- Work with the DPO, DSL/Headmistress to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Check all school staff have read Part 1 of KCSIE; SLT and all working directly with children have read Annex B; check that Annex D on Online Safety reflects practice in your school
- Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated in line with advice from the local three safeguarding partners integrated, aligned and considered as part of the overarching safeguarding approach.
- Ensure appropriate filters and appropriate monitoring systems are in place but…being careful that 'overblocking' does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding. LGfL's appropriate filtering submission is here
- Ensure that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum

Consider whether there is a whole school or approach to online safety with a clear policy statement on the use of mobile technology.

Headmistress – Mrs Louise Lawrance

Key responsibilities:

- Foster a culture of safeguarding where online safety is fully integrated into whole-school safeguarding
- Ensure that policies and procedures are followed by all staff
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and relevant Local Safeguarding Partnerships
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the DPO, DSL and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Ensure the school implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles

- Be responsible for ensuring that all staff receive suitable training to carry out their safeguarding and online safety roles
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- Ensure suitable risk assessments are undertaken so the curriculum meets needs of pupils, including risk of children being radicalised
- Ensure that there is a system in place to monitor and support staff (IT Department) who carry out internal technical online-safety procedures
- Ensure governors are regularly updated on the nature and effectiveness of the school's arrangements for online safety
- Ensure the school website meets statutory requirements (see appendices for website audit document)

Designated Safeguarding Lead / Online Safety Lead – Mrs Louise Lawrance

Key responsibilities (quotes are taken from Keeping Children Safe in Education 2021)

- "The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection [including online safety] … this **lead** responsibility should not be delegated"
- Work with technical staff to review protections for **pupils in the home** and **remote-learning** procedures, rules and safeguards
- Ensure "An effective approach to online safety that empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate."
- "Liaise with staff (especially pastoral support staff, school nurse, IT Technicians, and Learning Support Teacher) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies."
- Take day-to-day responsibility for online safety issues and be aware of the potential for serious child protection concerns
- Remind staff of safeguarding considerations as part of a review of remote learning procedures and technology, including that the same principles of online safety and behaviour apply
- Work with the DPO and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Stay up to date with the latest trends in online safeguarding and "undertake Prevent awareness training."
- Review and update this policy, other online safety documents (e.g. Acceptable Use Policies) and the strategy on which they are based (in harmony with policies for behaviour, safeguarding, Prevent and others) and submit for review to the governors/trustees.
- Receive regular updates in online safety issues and legislation, be aware of local and school trends –
- Ensure that online safety education is embedded across the curriculum in line with the statutory RSHE guidance (e.g. by use of the updated UKCIS framework 'Education for a Connected World – 2020 edition') and beyond, in wider school life
- Promote an awareness of and commitment to online safety throughout the school community, with a strong focus on parents, but also including hard-to-reach parents
- Communicate regularly with SMT and the designated safeguarding and online safety governor/committee to discuss current issues (anonymised), review incident logs and filtering/change control logs and discuss how filtering and monitoring work and have been functioning/helping.
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident.

- Ensure adequate provision for staff to flag issues when not in school and for pupils to disclose issues when off site, especially when in isolation/quarantine/lockdown, e.g. a safe, simple, online form on the school home page about 'something that worrying me' that gets mailed securely to the DSL inbox/
- Oversee and discuss 'appropriate filtering and monitoring' with governors (is it physical or technical?) and ensure staff are also aware.
- Ensure the updated 2021 DfE guidance on Sexual Violence & Sexual Harassment Between Children in Schools & Colleges Guidance is followed throughout the school and that staff adopt a zero-tolerance, whole school approach to this, as well as to bullying.
- Facilitate training and advice for all staff:
    - all staff must read KCSIE Part 1 and all those working with children Annex B – translations are available in 12 community languages at kcsietranslate.lgfl.net
    - Annex A is now a condensed version of Part one and can be provided (instead of Part one) to those staff who do not directly work with children, if the governing body or proprietor think it will provide a better basis for those staff to promote the welfare and safeguard children.
    - it would also be advisable for all staff to be aware of Annex D (online safety)
    - cascade knowledge of risks and opportunities throughout the organisation

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All Staff

Key responsibilities:

- Pay particular attention to safeguarding provisions for **home-learning** and **remote-teaching technologies** (see remotesafe.lgfl.net for an infographic overview of safeguarding considerations for remote teaching technology.)
- Recognise that **RSHE** is now statutory and that it is a whole-school subject requiring the support of all staff; online safety has become core to this new subject
- Understand that online safety is a core part of safeguarding; as such it is part of everyone's job – never think that someone else will pick it up
- Know who the Designated Safeguarding Lead (DSL) and Online Safety Lead (OSL) is Mrs Louise Lawrance
- Read Part 1, Annex B and Annex D of Keeping Children Safe in Education (whilst Part 1 is statutory for all staff, Annex B for SLT and those working directly with children, it is good practice for all staff to read all three sections.
- Read and follow this policy in conjunction with the school's main safeguarding policy
- Record online-safety incidents in the same way as any safeguarding incident and report in accordance with school procedures.
- Understand that safeguarding is often referred to as a jigsaw puzzle – you may have discovered the missing piece so do not keep anything to yourself
- Sign and follow the staff acceptable use policy and code of conduct
- Notify the DSL/OSL if policy does not reflect practice in your school and follow escalation procedures if concerns are not promptly acted upon
- Identify opportunities to thread online safety through all school activities as part of a whole school approach in line with the RSHE curriculum, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)
- Whenever overseeing the use of technology in school or for homework or remote teaching, encourage and talk about appropriate behaviour and how to get help and consider potential risks and the age-appropriateness of websites (find out what appropriate filtering and monitoring systems are in place)

- When supporting pupils remotely, be mindful of additional safeguarding considerations – refer to the remotesafe.lgfl.net infographic which applies to all online learning.
- Carefully supervise and guide pupils when engaged in learning activities involving online technology, supporting them with search skills, critical thinking, age-appropriate materials and signposting, and legal issues such as copyright and GDPR.
- Be aware of security best-practice at all times, including password hygiene and phishing strategies.
- Prepare and check all online source and resources before using
- Encourage pupils/students to follow their acceptable use policy at home as well as at school, remind them about it and enforce school sanctions.
- Notify the DSL/OSL of new trends and issues before they become a problem
- Take a zero-tolerance approach to bullying and sexual harassment
- Be aware that you are often most likely to see or overhear online-safety issues (particularly relating to bullying and sexual harassment and violence) in the playground, corridors, toilets and other communal areas outside the classroom – let the DSL/OSL know
- Receive regular updates from the DSL/OSL and have a healthy curiosity for online safeguarding issues
- Model safe, responsible and professional behaviours in their own use of technology. This includes outside the school hours and site, and on social media, in all aspects upholding the reputation of the school and of the professional reputation of all staff. More guidance on this point can be found in this Online Reputation guidance for schools.

E-safety Coordinator - Computing Specialist Teacher – Miss Mandy Barrow

Key responsibilities:

- As listed in the 'all staff' section, plus:
- The School's e-safety coordinator is responsible to the Headteacher for the day to day issues relating to e-safety
- The e-safety coordinator, has responsibility for ensuring this policy is upheld by all members of the school community, and works with IT staff to achieve this
- Oversee the delivery of the online safety element of the Computing curriculum in accordance with the national curriculum
- Work closely with the RSHE lead to avoid overlap but ensure a complementary whole-school approach
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Collaborate with technical staff and others responsible for ICT use in school to ensure a common and consistent approach, in line with acceptable-use agreements
- Keep up to date on current e-safety issues and guidance issued by relevant organisations, including the ISI, the Local Authority, CEOP (Child Exploitation and Online Protection), Childnet International and the Local Authority Safeguarding Partner

Subject and Form Teachers

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Look for opportunities to embed online safety in your subject or aspect, especially as part of the new RSHE curriculum, and model positive attitudes and approaches to staff and pupils alike
- Consider how the UKCIS framework Education for a Connected World and Teaching Online Safety in Schools can be applied in your context

- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Ensure subject specific action plans also have an online-safety element

IT Manager / technician – Mrs Misha Newman and ADEPT

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Support the DSL and SMT as they review protections for pupils in the home e.g. DfE Umbrella scheme or LGfL HomeProtect filtering for the home and remote-learning procedures, rules and safeguards (see remotesafe.lgfl.net for guidance to policies and an infographic overview of safeguarding considerations for remote teaching technology.
- Keep up to date with the school's online safety policy and technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- Meet the RSHE lead to see how the online-safety curriculum delivered through this new subject can complement the school IT system and vice versa, and ensure no conflicts between educational messages and practice.
- Work closely with the designated safeguarding lead / online safety lead / data protection officer / LGfL nominated contact to ensure that school systems and networks reflect school policy
- Ensure the above stakeholders understand the consequences of existing services and of any changes to these systems (especially in terms of access to personal and sensitive records / data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc
- Support and advise on the implementation of 'appropriate filtering and monitoring' as decided by the DSL and senior management team
- Maintain up-to-date documentation of the school's online security and technical procedures
- To report online-safety related issues that come to their attention in line with school policy
- Manage the school's systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls
- Ensure that Sophos Anti-Virus/Anti-Phish on all workstations, Sophos InterceptX on all servers, , Meraki Mobile Device Management are being used.
- Monitor the use of school technology, Microsoft Teams and social media presence and that any misuse/attempted misuse is identified and reported in line with school policy
- Work with the Headmistress to ensure the school website meets statutory DfE requirements

Data Protection Officer (DPO) – Mr Gerard Garcia

Key responsibilities:

- NB – this document is not for general data-protection guidance; GDPR information on the relationship between the school and LGfL can be found at gdpr.lgfl.net; there is an LGfL document on the general role and responsibilities of a DPO in the 'Resources for Schools' section of that page
- Be aware that of references to the relationship between data protection and safeguarding in key Department for Education documents 'Keeping Children Safe in Education' and 'Data protection: a toolkit for schools' (August 2018), especially this quote from the latter document:
- GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential

for keeping children safe and ensuring they get the support they need. The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent. When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies) it is considered best practice for them to record who they are sharing that information with and for what reason. If they have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.

- Work with the DSL, headteacher and governors to ensure frameworks are in place for the protection of data and of safeguarding information sharing as outlined above.
- Ensure that all access to safeguarding data is limited as appropriate, and also monitored and audited

LGfL TRUSTnet Nominated contacts – Mrs Misha Newman and Miss Mandy Barrow

Key responsibilities:

- To ensure all LGfL services are managed on behalf of the school in line with school policies, following data handling procedures as relevant
- Work closely with the DSL and DPO to ensure they understand who the nominated contacts are and what they can do / what data access they have, as well as the implications of all existing services and changes to settings that you might request – e.g. for YouTube restricted mode, internet filtering and monitoring settings, firewall port changes, pupil email settings, and sharing settings for any cloud services such as Microsoft Office 365 and Google G Suite.
- Ensure the DPO is aware of the GDPR information on the relationship between the school and LGfL at gdpr.lgfl.net

Visitors

Key responsibilities:

- Read, understand, sign and adhere to an acceptable use policy (AUP)
- Report any concerns, no matter how small, to the designated safety lead as named in the AUP
- Maintain an awareness of current online safety issues and guidance
- Model safe, responsible and professional behaviours in their own use of technology at school and as part of remote teaching or any online communications

Pupil

Key responsibilities:

- Read, understand, sign and adhere to the pupil acceptable use policy and review this annually
- Treat **home learning during any isolation/quarantine or bubble/school lockdown** in the same way as regular learning in school and behave as if a teacher or parent were watching the screen
- Avoid any private communication or use of personal logins/systems to communicate with or arrange meetings with school staff
- Understand the importance of reporting abuse, misuse or access to inappropriate materials, including any concerns about a member of school staff

- Know what action to take if they or someone they know feels worried or vulnerable when using online technology, at school, home or anywhere else.
- To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school and realise that the school's acceptable use policies cover actions out of school, including on social media
- Remember the rules on the misuse of school technology – devices and logins used at home should be used just like if they were in full view of a teacher.
- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at school or outside school if there are problems

Parents/carers

Key responsibilities:

- Read, sign and promote the school's parental acceptable use policy (AUP) and read the pupil AUP and encourage their children to follow it
- Consult with the school if they have any concerns about their children's and others' use of technology
- Promote positive online safety and model safe, responsible, respectful and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
- Encourage children to engage fully in home-learning during any period of isolation/quarantine or bubble/school closure and flag any concerns
- Support the child during remote learning to avoid video calls in a bedroom if possible and if not, to ensure the child is fully dressed and not in bed, with the camera pointing away from beds/bedding/personal information etc. and the background blurred or changed where possible.
- If organising private online tuition, remain in the room if possible, ensure the child knows tutors should not arrange new sessions directly with the child or attempt to communicate privately.

External groups including Club providers and FOG

Key responsibilities:

- Any external individual/organisation will sign an acceptable use policy prior to using technology or the internet within school
- Support the school in promoting online safety and data protection
- Model safe, responsible, respectful and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers

Education and curriculum

We believe it is essential for e-safety guidance to be given to pupils on a regular and meaningful basis. We continually look for new opportunities to promote e-safety and regularly monitor and assess our pupils' understanding of it

The following subjects have the clearest online safety links:

- Relationships, sex education and health (RSHE)
- Computing – Digital Literacy
- Personal Social and Health and Citizenship Education (PSHCE)

However, as stated in the role descriptors above, it is the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils) Whenever overseeing the use of technology (devices, the internet, new technology such as augmented reality, etc) in school or setting as homework tasks, all staff should encourage sensible use, monitor what pupils are doing and consider potential dangers and the age appropriateness of websites (ask your DSL what appropriate filtering and monitoring policies are in place).

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

At The Granville school, we recognise that online safety and broader digital resilience must be thread throughout the curriculum and that is why we are working to adopt the cross-curricular framework 'Education for a Connected World – 2020 edition' from UKCIS (the UK Council for Internet Safety).

Annual reviews of curriculum plans / schemes of work (including for SEND pupils) are used as an opportunity to follow this framework more closely in its key areas of Self-image and Identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, Wellbeing and lifestyle, Privacy and security, and Copyright and ownership.

Handling online-safety concerns and incidents

It is vital that all staff recognise that online-safety is a part of safeguarding (as well as being a curriculum strand of Computing, PHSHE/RSHE and Citizenship).

General concerns must be handled in the same way as any other safeguarding concern; safeguarding is often referred to as a jigsaw puzzle, so all stakeholders should err on the side of talking to the online-safety lead / designated safeguarding lead to contribute to the overall picture or highlight what might not yet be a problem.

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

School procedures for dealing with online-safety will be mostly detailed in the following policies (primarily in the first key document):

- Safeguarding and Child Protection Policy
- Sexual Harassment / Peer on Peer Abuse Policy (if separate)
- Anti-Bullying Policy
- Behaviour Policy (including school sanctions)
- Acceptable Use Policies
- Prevent Risk Assessment / Policy
- Data Protection Policy, agreements and other documentation (e.g. privacy statement and consent forms for data sharing, image use etc)

This school commits to take all reasonable precautions to ensure online safety, but recognises that incidents will occur both inside school and outside school (and that those from outside school will continue to impact pupils when they come into school or during extended periods away from school. All members of the school are encouraged to report issues swiftly to allow us to deal with them quickly and sensitively through the school's escalation processes.

Any suspected online risk or infringement should be reported to the online safety lead / designated safeguarding lead on the same day – where clearly urgent, it will be made by the end of the lesson.

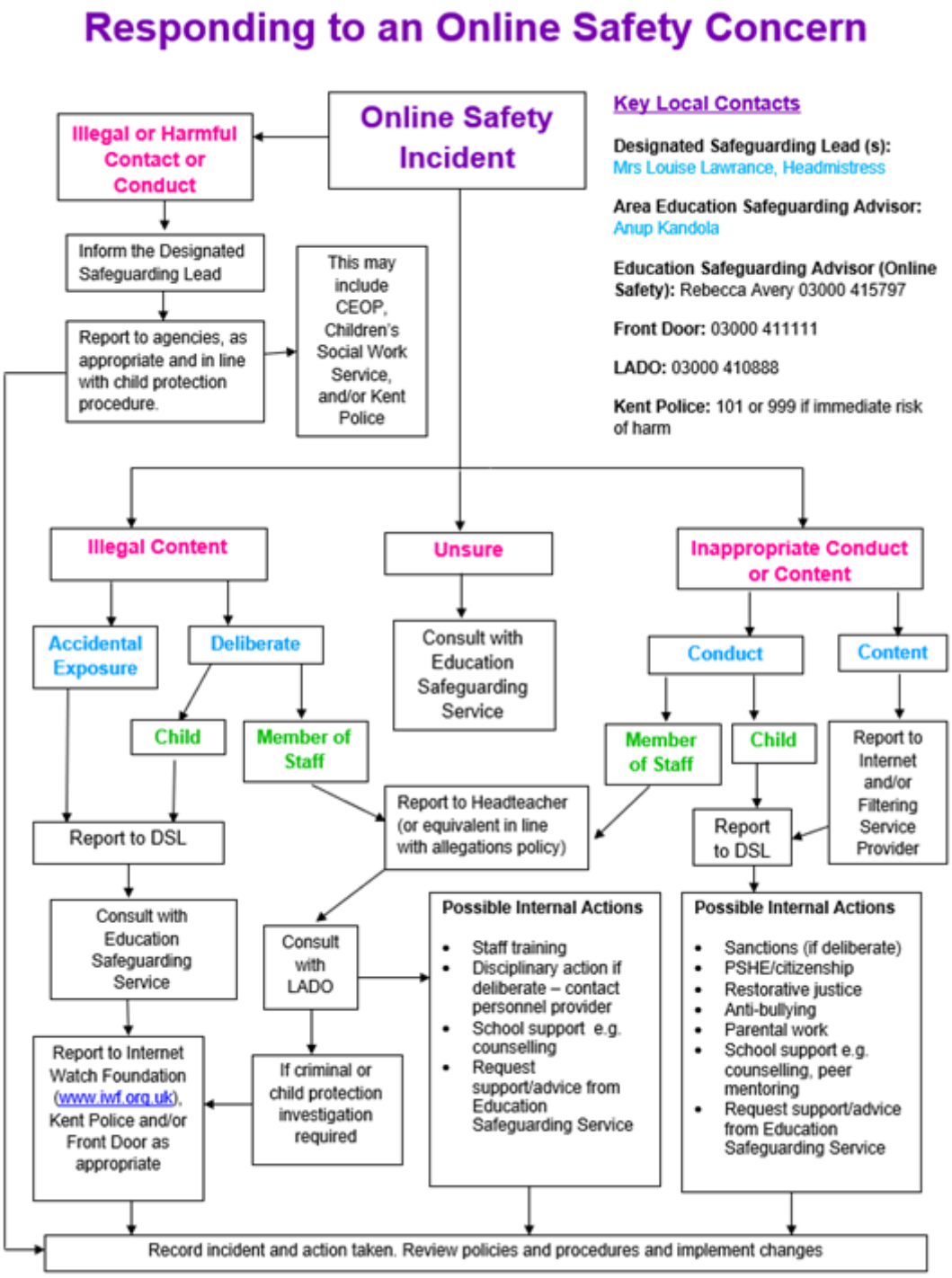
Any concern/allegation about staff misuse is always referred directly to the Headmistress, unless the concern is about the Headmistress in which case the complaint is referred to the Chair of Governors and the LADO (Local Authority's Designated Officer). Staff may also use the NSPCC Whistleblowing Helpline.

The school will actively seek support from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre's Professionals' Online Safety Helpline (POSH), NCA CEOP, Prevent Officer, Police, IWF). We will inform parents/carers of online-safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law (particular procedures are in place for sexting and upskirting; see section below).

The school should evaluate whether reporting procedures are adequate for any future closures/lockdowns/isolation etc and make alternative provisions in advance where these might be needed.

Actions where there are concerns about a child

As outlined previously, online safety concerns are no different to any other safeguarding concern.

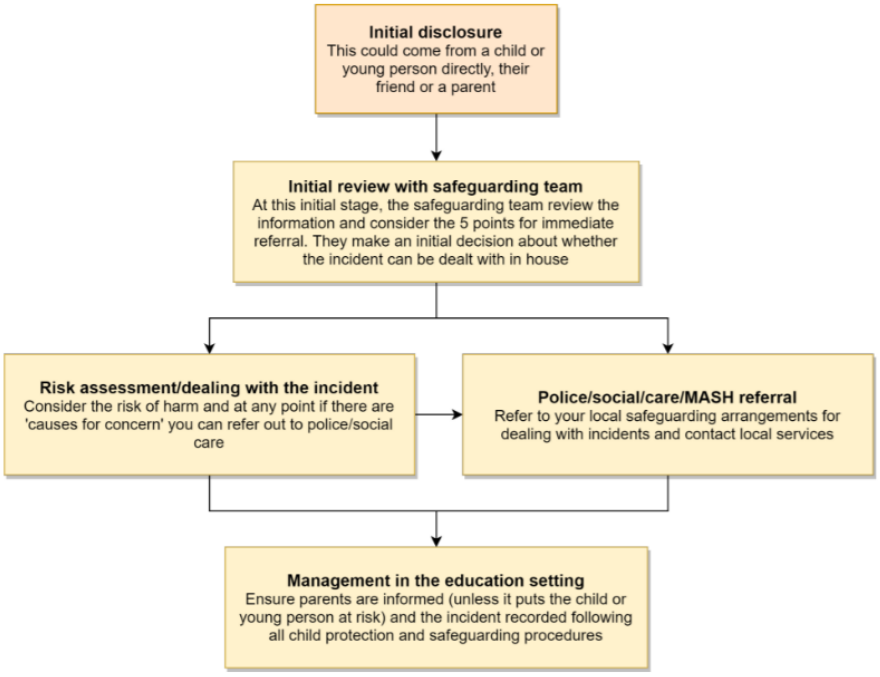


Sexting – sharing nudes and semi-nudes

All schools (regardless of phase) should refer to the updated UK Council for Internet Safety (UKCIS) guidance on sexting - now referred to as Sharing nudes and semi-nudes: advice for education settings to avoid unnecessary criminalisation of children. NB - where one of the parties is over 18, this is no longer sexting but child sexual abuse.

There is a one-page overview called Sharing nudes and semi-nudes: how to respond to an incident for all staff (not just classroom-based staff) to read, in recognition of the fact that it is mostly someone other than the designated safeguarding lead (DSL) or online safety lead to first become aware of an incident, and it is vital that the correct steps are taken. Staff other than the DSL must not attempt to view, share or delete the image or ask anyone else to do so, but to go straight to the DSL.

The school DSL will in turn use the full guidance document, Sharing nudes and semi-nudes – advice for educational settings to decide next steps and whether other agencies need to be involved.



***Consider the 5 points for initial immediate referral at review:**

1. The incident involves an adult
2. There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs)
3. What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The images involves sexual acts and any pupil in the images or videos is under 13
5. You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming

It is important that everyone understands that whilst sexting is illegal, pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

The documents referenced above and materials to support teaching about sexting can be found at sexting.lgfl.net

Upskirting

It is important that everyone understands that upskirting (taking a photo of someone under their clothing, not necessarily a skirt) is now a criminal offence, as highlighted in Keeping Children Safe in Education and that pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

Bullying

Online bullying should be treated like any other form of bullying and the school bullying policy should be followed for online bullying, which may also be referred to as cyberbullying, including issues arising from banter. It is important not to treat online bullying separately to offline bullying and to recognise that much bullying will often have both online and offline elements. Our school Bullying policy can be downloaded from the school website

Sexual violence and harassment

DfE guidance on sexual violence and harassment is referenced in Keeping Children Safe in Education and also a document in its own right. It would be useful for all staff to be aware of this guidance: paragraphs 45-49 cover the immediate response to a report and confidentiality which is highly relevant for all staff; the case studies section provides a helpful overview of some of the issues which may arise.

Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the full guidance. Staff should work to foster a zero-tolerance culture. The guidance stresses that schools must take all forms of sexual violence and harassment seriously, explaining how it exists on a continuum and that behaviours incorrectly viewed as 'low level' are treated seriously and not allowed to perpetuate. The document makes specific reference to behaviours such as bra-strap flicking and the careless use of language.

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

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

These are defined in the relevant Acceptable Use Policy as well as in this document, for example in the sections relating to the professional and personal use of school platforms/networks/clouds, devices and other technology policy.

Where pupils contravene these rules, the school behaviour policy will be applied; where staff contravene these rules, action will be taken as outlined in the staff code of conduct/handbook.

It will be necessary to reinforce these as usual at the beginning of any school year but also to remind pupils that **the same applies for any home learning** that may take place in future periods of absence/ closure/quarantine etc.

Further to these steps, the school reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto school property.

Social media incidents

See the social media section later in this document for rules and expectations of behaviour for children and adults in The Granville school community. These are also governed by school Acceptable Use Policies and the school social media policy.

Breaches will be dealt with in line with the school behaviour policy (for pupils) or code of conduct/handbook (for staff).

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

Where an offending post has been made by a third party, the school may report it to the platform it is hosted on, and may contact the Professionals' Online Safety Helpline, POSH, (run by the UK Safer Internet Centre) for support or help to accelerate this process.

Data protection and data security

There are references to the relationship between data protection and safeguarding in key Department for Education documents 'Keeping Children Safe in Education' and 'Data protection: a toolkit for schools' (August 2018), which the DPO and DSL will seek to apply. This quote from the latter document is useful for all staff – note the red and purple highlights:

"**GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe.** Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. **The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent** (DPA, Part 2,18; Schedule 8, 4) When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies) **it is considered best practice for them to record who they are sharing that information with and for what reason. If they have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children**."

All pupils, staff, governors, volunteers, contractors and parents are bound by the school's data protection policy and agreements, which can be found here. Data Protection Policy

Rigorous controls on the LGfL network, USO sign-on for technical services, firewalls and filtering all support data protection. The following data security products are also used to protect the integrity of data, which in turn supports data protection: sign on for LGfL services, Sophos Anti-Virus, Sophos Anti-Phish, Sophos InterceptX, Sophos Server Advance, Lightspeed Mobile Device Management and CloudReady.

The headmistress, data protection officer and governors work together to ensure a GDPR-compliant framework for storing data, but which ensures that child protection is always put first and data-protection processes support careful and legal sharing of information.

Staff are reminded that all safeguarding data is highly sensitive and should be treated with the strictest confidentiality at all times, and only shared via approved channels to colleagues or agencies with appropriate permissions, appropriate filtering and monitoring.

Keeping Children Safe in Education obliges schools to ensure appropriate filters and appropriate monitoring systems are in place and not be able to access harmful or inappropriate material but at the same time be careful that over blocking does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

At this school, the internet connection is provided LGfL. This means we have a dedicated and secure, schoolsafe connection that is protected with firewalls and multiple layers of security, including a web filtering system called WebScreen 3, which is made specifically to protect children in schools. You can read more about why this system is appropriate on the UK Safer Internet Centre's appropriate filtering submission pages here.

There are three types of appropriate monitoring identified by the Safer Internet Centre. These are:

1. Physical monitoring (adult supervision in the classroom, at all times)
2. Internet and web access
3. Active/Pro-active technology monitoring services

At The Granville school, all pupils are supervised when using Internet enabled school devices.

When pupils log into any school system on a personal device, activity may also be monitored here

Electronic communications

Please read this section alongside references to pupil-staff communications in the overall school Safeguarding Policy, and in conjunction with the Data Protection Policy. This section only covers electronic communications, but the same principles of transparency, appropriate conduct and audit trail apply.

Email

- Staff and KS2 pupils use Microsoft Outlook for all school emails
- KS1 pupils use email on Purple Mash.

General principles for email use are as follows:

- Email and Schoolbase are the only means of electronic communication to be used between staff and pupils / staff and parents (in both directions). Use of a different platform must be approved in advance by the data-protection officer / headmistress in advance. Any unauthorised attempt to use a different system may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Headmistress (if by a staff member).

- Email may only be sent using the email systems above. There should be no circumstances where a private email is used; if this happens by mistake, the DSL/Headmistress/DPO (the particular circumstances of the incident will determine whose remit this is) should be informed immediately
- **Staff or pupil personal data should never be sent/shared/stored on email instead staff should use Schoolbase**
- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which (for staff) might bring the school into disrepute or compromise the professionalism of staff
- Pupils and staff are allowed to use the email system for reasonable (not excessive, not during lessons) personal use but should be aware that all use is monitored, their emails may be read and the same rules of appropriate behaviour apply at all times. Emails using inappropriate language, images, malware or to adult sites may be blocked and not arrive at their intended destination.

See also the social media section of this policy.

School website

The school website is a key public-facing information portal for the school community (both existing and prospective stakeholders) with a key reputational value. The Headmistress and Governors have delegated the day-to-day responsibility of updating the content of the website the IT Manager. The site is managed by / hosted by InnerMedia.

The DfE has determined information which must be available on a school website. LGfL has compiled RAG (red-amber-green) audits at safepolicies.lgfl.net to help schools to ensure that are requirements are met (see appendices). **Note that an RSHE policy is now included.**

Where other staff submit information for the website, they are asked to remember:

- Schools have the same duty as any person or organisation to respect and uphold copyright law – schools have been fined thousands of pounds for copyright breaches. Sources must always be credited and material only used with permission. There are many open-access libraries of high-quality public-domain images that can be used (e.g. pixabay.com for marketing materials – beware some adult content on this site). Pupils and staff at LGfL schools also have access to licences for music, sound effects, art collection images and other at curriculum.lgfl.net
- Where pupil work, images or videos are published on the website, their identities are protected and full names are not published (remember also not to save images with a filename that includes a pupil's full name).

Cloud platforms

It is important to consider data protection before adopting a cloud platform or service – see our Data Protection Policy here. At The Granville school we use Microsoft Office 365, Purple Mash, Schoolbase and Tapestry.

For online safety, basic rules of good password hygiene. Treat your password like your toothbrush –never share it with anyone! Expert administration and training can help to keep staff and pupils safe, and to avoid incidents. The data

protection officer and IT manager analyse and document systems and procedures before they are implemented, and regularly review them.

The following principles apply:

- Privacy statements inform parents and children (13+) when and what sort of data is stored in the cloud
- The DPO approves new cloud systems, what may or may not be stored in them and by whom. This is noted in a DPIA (data-protection impact statement) and parental permission is sought
- Regular training ensures all staff understand sharing functionality and this is audited to ensure that pupil data is not shared by mistake. Open access or widely shared folders are clearly marked as such
- Pupils and staff are only given access and/or sharing rights when they can demonstrate an understanding of what data may be stored and how it can be seen
- Two-factor authentication is used for access to staff or pupil data
- Pupil images/videos are only made public with parental permission
- Only school-approved platforms are used by students or staff to store pupil work
- All stakeholders understand the difference between consumer and education products (e.g. a private Gmail account or Google Drive and those belonging to a managed educational domain)

Digital images and video

When a pupil joins the school, parents/carers are asked if they give consent for their child's image to be captured in photographs or videos, for what purpose (beyond internal assessment, which does not require express consent) and for how long.

Whenever a photo or video is taken/made, the member of staff taking it will check the latest database on School base before using it for any purpose.

Any pupils shown in public facing materials are never identified with more than first name (and photo file names/tags do not include full names to avoid accidentally sharing them).

All staff are governed by their contract of employment and the school's Acceptable Use Policy, which covers the use of mobile phones/personal equipment for taking pictures of pupils, and where these are stored. At The Granville school members of staff may occasionally use personal phones to capture photos or videos of pupils, but these will be appropriate, linked to school activities, taken without secrecy and not in a one-to-one situation, and always moved to school storage as soon as possible, after which they are deleted from personal devices or cloud services (NB – many phones automatically back up photos).

Photos are stored on the school network, Schoolbase and Office 365 in line with the retention schedule of the school Data Protection Policy.

Staff and parents are reminded annually about the importance of not sharing without permission, due to reasons of child protection (e.g. looked-after children often have restrictions for their own protection), data protection, religious or cultural reasons, or simply for reasons of personal privacy. Further detail on this subject and a sample letter to parents for taking photos or videos at school events can be found at parentfilming.lgfl.net

We encourage young people to think about their online reputation and digital footprint, so we should be good adult role models by not oversharing (or providing embarrassment in later life – and it is not for us to judge what is embarrassing or not).

Pupils are taught about how images can be manipulated in their online safety education programme and also taught to consider how to publish for a wide range of audiences which might include governors, parents or younger children

Pupils are advised to be very careful about placing any personal photos on social media. They are taught to understand the need to maintain privacy settings so as not to make public, personal information.

Pupils are taught that they should not post images or videos of others without their permission. We teach them about the risks associated with providing information with images (including the name of the file), that reveals the identity of others and their location. We teach them about the need to keep their data secure and what to do if they / or a friend are subject to bullying or abuse.

Social media

The Granville school's SM presence

The Granville School works on the principle that if we don't manage our social media reputation, someone else will.

Online Reputation Management (ORM) is about understanding and managing our digital footprint (everything that can be seen or read about the school online). Few parents will apply for a school place without first 'googling' the school, and the Ofsted pre-inspection check includes monitoring what is being said online (Mumsnet is a favourite).

Negative coverage almost always causes some level of disruption. Up to half of all cases dealt with by the Professionals Online Safety Helpline (POSH: helpline@saferinternet.org.uk) involve schools' (and staff members') online reputation.

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

Mrs Victoria Duggan is responsible for managing our Twitter/Facebook/and other social media accounts and checking our Wikipedia and Google reviews. She follows the guidance in the LGfL / Safer Internet Centre online-reputation management document here.

Staff, pupils' and parents' SM presence

Social media (including here all apps, sites and games that allow sharing and interaction between users) is a fact of modern life, and as a school, we accept that many parents, staff and pupils will use it. However, as stated in the acceptable use policies which all members of the school community sign, we expect everybody to behave in a positive manner, engaging respectfully with the school and each other on social media, in the same way as they would face to face.

This positive behaviour can be summarised as not making any posts which are or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which might bring the school or (particularly for staff)

teaching profession into disrepute. This applies both to public pages and to private posts, e.g. parent chats, pages or groups.

If parents have a concern about the school, the school would urge them to contact us directly and in private to resolve the matter. If an issue cannot be resolved in this way, the school complaints procedure should be followed. Sharing complaints on social media is unlikely to help resolve the matter, but can cause upset to staff, pupils and parents, also undermining staff morale and the reputation of the school (which is important for the pupils we serve).

Many social media platforms have a minimum age of 13 (note that WhatsApp is 16+). We ask parents to respect age ratings on social media platforms wherever possible and not encourage or condone underage use. It is worth noting that Online Harms regulation is likely to require more stringent age verification measures over the coming years.

However, the school has to strike a difficult balance of not encouraging underage use at the same time as needing to acknowledge reality in order to best help our pupils to avoid or cope with issues if they arise. Online safety lessons will look at social media and other online behaviour, how to be a good friend online and how to report bullying, misuse, intimidation or abuse. However, children will often learn most from the models of behaviour they see and experience, which will often be from adults.

Parents can best support this by talking to their children about the apps, sites and games they use (you don't need to know them – ask your child to explain it to you), with whom, for how long, and when (late at night / in bedrooms is not helpful for a good night's sleep and productive teaching and learning at school the next day). You may wish to refer to the new Digital Family Agreement to help establish shared expectations and the Top Tips for Parents poster along with relevant items and support available from parentsafe.lgfl.net and introduce the Children's Commission Digital 5 A Day.

The school has an official Facebook / Twitter / Instagram account (managed by Mrs Victoria Duggan) and will respond to general enquiries about the school, but asks parents/carers not to use these channels to communicate about their children.

Email is the official electronic communication channel between parents and the school, and between staff and pupils.

Pupils are not allowed to be 'friends' with or make a friend request to any staff, governors, volunteers and contractors or otherwise communicate via social media.

Pupils are discouraged from 'following' staff, governor, volunteer or contractor public accounts (e.g. following a staff member with a public Instagram account). However, we accept that this can be hard to control (but this highlights the need for staff to remain professional in their private lives). In the reverse situation, however, staff must not follow such public student accounts.

* Exceptions may be made, e.g. for pre-existing family links, but these must be approved by the Headmistress, and should be declared upon entry of the pupil or staff member to the school).

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

Staff are reminded that they are obliged not to bring the school or profession into disrepute and the easiest way to avoid this is to have the strictest privacy settings and avoid inappropriate sharing and oversharing online. They should never discuss the school or its stakeholders on social media and be careful that their personal opinions might not be attributed to the school, trust or local authority, bringing the school into disrepute.

The serious consequences of inappropriate behaviour on social media are underlined by the fact that during the last 5 years, there have been 263 Prohibition Orders issued by the Teacher Regulation Agency to teaching staff that involved misuse of social media/technology.

All members of the school community are reminded that particularly in the context of social media, it is important to comply with the school policy on Digital Images and Video and permission is sought before uploading photographs, videos or any other information about other people.

The statements of the Junior Acceptable Use Policies, Senior Acceptable Use Policy (AUPs) which all members of the school community have signed are also relevant to social media activity, as is the school's Data Protection Policy.

Those with access to school devices are reminded about rules on the misuse of school technology – devices used at home should be used just like if they were in full view of a teacher or colleague. The following is read in conjunction with acceptable use policies and the following sections of this document which all impact upon device usage: copyright, data protection, social media, misuse of technology, and digital images and video.

Personal devices including wearable technology and bring your own device (BYOD)

- **Pupils in Year 6** are allowed to bring mobile phones in for emergency use e.g. they walk to school. Parents must contact the school to ask permission. The mobile phone must be handed into school at the beginning of the school day and will be handed back as the pupil leaves. Important messages and phone calls to or from parents can be made at the school office, which will also pass on messages from parents to pupils in emergencies.
- **All staff who work directly with children** should leave their mobile phones on silent and only use them away from pupils during school hours. Child/staff data should never be downloaded onto a private phone.
- **Volunteers, contractors, governors** should leave their phones in their pockets and turned off. Under no circumstances should they be used in the presence of children or to take photographs or videos. If this is required (e.g. for contractors to take photos of equipment or buildings), permission of the headmistress or Bursar should be sought and this should be done in the presence of a member staff.
- **Parents** are asked to leave their phones in their pockets and turned off when they are on site. They should ask permission before taking any photos, e.g. of displays in corridors or classrooms, and avoid capturing other children. Parents are asked not to call pupils on their mobile phones during the school day; urgent messages can be passed via the school office.

Network / internet access on school devices

- **Pupils** are not allowed networked file access via personal devices. However, they are allowed to access the school wireless internet network for school-related internet. All such use is monitored.

- **Home devices** are issued to some students when they are unable to attend school due to COVID. These are restricted to the apps/software installed by the school and may be used for learning and reasonable and appropriate personal use at home, but all usage may be tracked. The devices are not filtered or monitored when on home wifi connections.
- **All staff who work directly with children** should leave their mobile phones on silent and only use them in private staff areas during school hours. Child/staff data should never be downloaded onto a private phone.
- **Volunteers, contractors, governors** can access the guest wireless network but have no access to networked files/drives, subject to the acceptable use policy. All internet traffic is monitored.
- **Parents** can access the guest wireless network if needed for school related tasks but have no access to networked files/drives, subject to the acceptable use policy. All internet traffic is monitored.

Trips / events away from school

For school trips/events away from school, teachers should use Schoolbase for any authorised or emergency communications with parents. Any deviation from this policy (e.g. by mistake or because they couldn't access Schoolbase) will be notified immediately to the Headmistress. Teachers using their personal phone in an emergency will ensure that the number is hidden to avoid a parent or student accessing a teacher's private phone number.

Searching and confiscation

In line with the DfE guidance '[Searching, screening and confiscation: advice for schools]', the Headteacher/Principal and staff authorised by them have a statutory power to search pupils/property on school premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying.

Useful Links

Kent Educational Setting Support and Guidance

Education Safeguarding Service, The Education People:

- Online Protection - 03000 415797
  - **Robin Brivio – Senior Area Safeguarding Advisor – 03301 651 200**
  - Rebecca Avery, Training and Development Manager – 03301 651 110
  - Ashley Assiter, Online Safety Development Officer (Mon., Tues., Wedn.) – 03301 651 500
  - Kuldip Sohal – West Kent Safeguarding Advisor – 03301 651 240
- Guidance for Educational Settings:
  - www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding
  - www.theeducationpeople.org/blog/?tags=Online+Safety&page=1

KSCMP: www.kscb.org.uk

Kent Police:

- www.kent.police.uk or www.kent.police.uk/internetsafety
- In an emergency (a life is in danger or a crime in progress) dial 999. For non-urgent enquiries, contact Kent Police via 101

Front Door:

- The Front Door can be contacted on 03000 41 11 11
- Out of hours (after 5pm / Urgent calls only) please contact: 03000 41 91 91

Early Help and Preventative Services: www.kelsi.org.uk/special-education-needs/integrated-childrens-services/early-help-contacts

Other:

- EiS - ICT Support for Schools and Kent Schools Broadband Service Desk**:** www.eisit.uk

National Links and Resources for Settings, Learners and Parents/carers

- CEOP:
  - www.thinkuknow.co.uk
  - www.ceop.police.uk
- Internet Watch Foundation (IWF): www.iwf.org.uk

- UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety

- UK Safer Internet Centre: www.saferinternet.org.uk
  - Professional Online Safety Helpline: www.saferinternet.org.uk/about/helpline
    - Call 0344 381 4772 Email: helpline@saferinternet.org.uk
  - Report Harmful Content: https://reportharmfulcontent.com/

- 360 Safe Self-Review tool for schools: www.360safe.org.uk

- Childnet: www.childnet.com
  - Step Up Speak Up – Online Sexual Harassment Guidance: www.childnet.com/resources/step-up-speak-up/guidance-and-training-for-schools-and-professionals
  - Cyberbullying Guidance: www.childnet.com/resources/cyberbullying-guidance-for-schools

- Internet Matters: www.internetmatters.org

- Parent Zone: https://parentzone.org.uk

- Parent Info: https://parentinfo.org

- NSPCC: www.nspcc.org.uk/onlinesafety
  - ChildLine: www.childline.org.uk
  - Net Aware: www.net-aware.org.uk

- Lucy Faithfull Foundation: www.lucyfaithfull.org

- The Marie Collins Foundation: www.mariecollinsfoundation.org.uk

- Action Fraud: www.actionfraud.police.uk

- Get Safe Online: www.getsafeonline.org

Appendices

Where marked with * the latest version or a template you may use is available at safepolicies.lgfl.net

1. Safeguarding Incident or concern log
2. Safeguarding and Child Protection Policy
3. Behaviour Policy / Anti-Bullying Policy
4. Staff Code of Conduct / Staff Handbook
5. *Acceptable Use Policies (AUPs) for:
    - *Pupils
    - *Staff, Volunteers Governors & Contractors
    - *Parents
6. *Letter to parents about filming/photographing/streaming school events
7. *Prevent Risk Assessment Template
8. *Online-Safety Questions from the Governing Board (UKCIS)
9. *Education for a Connected World cross-curricular digital resilience framework (UKCIS)
10. *Safer working practice for those working with children & young people in education (Safer Recruitment Consortium)
11. *Working together to safeguard children (DfE)
12. *Searching, screening and confiscation advice (DfE)
13. *Sexual violence and sexual harassment between children in schools and colleges (DfE advice)
14. *Sharing nudes and semi-nudes guidance from UKCIS:
    - *How to respond to an incident - overview for all staff
    - *Full guidance for school DSLs
    - *Online Safety Audit for Trainee (ITT) & Newly Qualified Teachers (NQT)
15. *Prevent Duty Guidance for Schools (DfE and Home Office documents)
16. Data protection policy
17. *Cyber security advice, procedures etc
18. *Preventing and tackling bullying (DfE)
19. Cyber bullying: advice for headteachers and school staff (DfE) – find this at bullying.lgfl.net
20. *RAG (red-amber-green) audits for statutory requirements of school websites

*Ofsted Review of sexual abuse in schools and colleges

Appendix A: Acceptable Usage Policy: Staff

The Staff (AND VISITOR) AUP is now in a separate document

Appendix B: Acceptable Usage Policy: KS2 Children

These rules have been written to make sure that you stay safe when using the computers. This includes cameras and microphones too. By using the computers and iPads in school, you have agreed to follow these rules. Your teacher will talk about these rules before you sign them and a copy will be sent home to your parents.

This agreement will help keep me safe and help me to be fair to others

1. **I learn online** – I use the school's internet and devices for schoolwork, homework and other activities to learn and have fun. I only use apps, sites and games if a trusted adult says I can.
2. **I am creative online** – I don't just spend time on apps, sites and games looking at things from other people; I get creative to learn and make things!
3. **I am a friend online** – I won't share anything that I know another person wouldn't want shared, or which might upset them. And if I know a friend is worried or needs help, I will remind them to talk to an adult, or even do it for them.
4. **I am a secure online learner** – I keep my passwords to myself and reset them if anyone finds them out.
5. **I am careful what I click on** – I don't click on links I don't expect to see and only download or install things when I know it is safe or has been agreed by trusted adults.
6. **I ask for help if I am scared or worried** – I will talk to a trusted adult if anything upsets me or worries me on an app, site or game – it often helps. If I get a funny feeling, I talk about it.
7. **I know it's not my fault if I see or someone sends me something bad** – I don't need to worry about getting in trouble, but I mustn't share it. Instead, I will tell someone.
8. **I communicate and collaborate online** – with people I know and have met in real life or that a trusted adult knows about.
9. **I know new friends aren't always who they say they are** – I am careful when someone wants to be my friend. Unless I have met them face to face, I can't be sure who they are. If I want to meet them, I will ask a trusted adult, and never go alone or without telling an adult.
10. **I don't do public live streams on my own** – and only go on a video chat if my trusted adult knows I am doing it and who with.
11. **I tell my parents/carers what I do online** – they might not know the app, site or game, but they can still help me when things go wrong, and they want to know what I'm doing.
12. **I am private online** – I only give out private information if a trusted adult says it's okay. This might be my home address, phone number or other personal information that could be used to identify me or my family and friends.
13. **I keep my body to myself online** – I never change what I wear in front of a camera and remember that my body is mine and mine only, and I don't send any photos without checking with a trusted adult.
14. **I say no online if I need to** – if I get asked something that makes me worried or upset or just confused, I say no, stop chatting and tell a trusted adult.

15. **I am a rule-follower online** – I know that apps, sites and games have rules on how to behave, and some have age restrictions. I follow the rules, only use the ones I am allowed to use, and report bad behaviour.
16. **I am not a bully** – I do not post, make or share unkind, hurtful or rude messages/comments and tell my trusted adults if I see these.
17. **I am part of a community** – I do not make fun of anyone or exclude them because they are different to me. If I see anyone doing this, I tell a trusted adult.
18. **I respect people's work** – I only edit or delete my own digital work and only use words, pictures or videos from other people if I have their permission or if it is copyright free or has a Creative Commons licence.
19. **I am a researcher online** – I use safe search tools approved by my trusted adults. I know I can't believe everything I see online, know which sites to trust, and know how to double check information I find.

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I have read and understood this agreement.

If I have any questions, I will speak to a trusted adult: at school that includes

_____

_____

Outside school, my trusted adults are_____

Signed: _____ Date: _____

Signed (Parent) _____ Date _____
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Appendix C: Acceptable Usage Policy: Early Years and KS1 Children

These rules have been written to make sure that you stay safe when using the computers. This includes cameras and microphones too. By using the computers and iPads in school, you have agreed to follow these rules. Your teacher will talk about these rules before you sign them and a copy will be sent home to your parents.

If you have any questions, please ask your teacher or Miss Barrow.

The Golden Rule: **Think before you click**

My name is _____

This is how I keep SAFE online:	✓
1. I only use the devices I'm ALLOWED to	
2. I CHECK before I use new sites, games or apps	
3. I ASK for help if I'm stuck	
4. I KNOW people online aren't always who they say	
5. I don't keep SECRETS just because someone asks me to	
6. I don't change CLOTHES in front of a camera	
7. I am RESPONSIBLE so never share private information	
8. I am KIND and polite to everyone	
9. I TELL a trusted adult if I'm upset, worried, scared or confused	
10. If I get a FUNNY FEELING in my tummy, I talk to an adult	

My trusted adults are:

_____at school

_____ _____at home

Signed (Pupil) _____ Class _____ Date _____

Signed (Parent) _____ Date _____

Appendix D e-Reader Acceptable Use Policy and Agreement Form

eReaders are devices with E Ink screens, designed primarily for viewing books. Some examples include the Kindle, Nook and Sony Reader. The Granville School recognises that eReaders can provide a number of benefits for students, including the lightening of their bags, adjustable text sizes and colours, and access to thousands of free books.

The Granville School acknowledges that some eReaders can connect to the Internet through mobile connections (3G) that the school cannot control. Students therefore must not connect these devices to the Internet while at school.

Parents must sign a release stating that they are solely responsible for the content on their child's eReader. The nature of these devices makes it very difficult for teachers to monitor what students are reading, which is why we are insisting that parents be responsible for the use and content on their children's devices. If you choose to buy an eReader for your child to use in school, please take the time to become familiar with its operation so that you can regularly monitor what your child is reading.

Student Responsibilities and Permission

- I will not give my eReader (e.g. Kindle) to another student for his/her use
- I will not use my eReader for any purpose other than displaying reading material.
- I will not download, purchase, or change the content loaded on my eReader at school and without the permission of my parents

Student name _____ Student signature _____ Date _____

Parent/Guardian Section:

I authorise my child to bring their e-Reader to The Granville School with the understanding that it is to be used as a tool for reading only and that my child will comply with the aforementioned eReader Acceptable Use Policy. I understand that The Granville School is not responsible for any damage or loss associated with my child's e-Reader. I also understand that a violation of the eReader policy may result in my child losing the privilege to bring their eReader to school for a length of time commensurate with the nature of the violation.

Parent/Guardian name _____Signature _____Date _____

Appendix E: Wi-Fi Acceptable Use Policy

As a professional organisation with responsibility for children's safeguarding it is important that all members of The Granville School community are fully aware of the school's boundaries and requirements when using The Granville School Wi-Fi systems, and take all possible and necessary measures to protect data and information systems from infection, unauthorised access, damage, loss, abuse and theft.

This is not an exhaustive list and all members of The Granville School community are reminded that technology use should be consistent with our ethos, other appropriate policies and the law.

1. The Granville School provides Wi-Fi for the school community and allows access for educational use only.

2. I am aware that The Granville School will not be liable for any damages or claims of any kind arising from the use of the wireless service. The Granville School takes no responsibility for the security, safety, theft, insurance and ownership of any device used within school's premises that is not the property of The Granville School.

3. The use of technology falls under The Granville School Acceptable Use of Technology Policy (AUP), online safety policy and behaviour policy and Safeguarding policy which all learners/staff/visitors and volunteers must agree to and comply with.

4. The Granville School reserves the right to limit the bandwidth of the wireless service, as necessary, to ensure network reliability and fair sharing of network resources for all users.

5. The Granville School owned information systems, including Wi-Fi, must be used lawfully; I understand that the Computer Misuse Act 1990 makes the following criminal offences: to gain unauthorised access

to computer material; to gain unauthorised access to computer material with intent to commit or facilitate commission of further offences or to modify computer material without authorisation.

6. I will take all practical steps necessary to make sure that any equipment connected to The Granville School service is adequately secure, such as up-to-date anti-virus software, systems updates.

7. The Granville School wireless service is not secure, and the school cannot guarantee the safety of traffic across it. Use of The Granville School wireless service is done at my own risk. By using this service, I acknowledge that security errors and hacking are an inherent risk associated with any wireless network. I confirm that I knowingly assume such risk.

8. The Granville School accepts no responsibility for any software downloaded and/or installed, email opened, or sites accessed via the school's wireless service's connection to the internet. Any damage done to equipment for any reason including, but not limited to, viruses, identity theft, spyware, plug-ins or other internet-borne programs is my sole responsibility; and I indemnify and hold harmless The Granville School from any such damage.

9. The Granville School accepts no responsibility regarding the ability of equipment, owned by myself, to connect to the school's wireless service.

10. I will respect system security; I will not disclose any password or security information that is given to me. To prevent unauthorised access, I will not leave any information system unattended without first logging out or locking my login as appropriate.

11. I will not attempt to bypass any of The Granville School security and filtering systems or download any unauthorised software or applications.

12. My use of The Granville School Wi-Fi will be safe and responsible and will always be in accordance with the school's AUP and the law including copyright and intellectual property rights. This includes the use of email, text, social media, social networking, gaming, web publications and any other devices or websites.

13. I will not upload, download, access or forward any material which is illegal or inappropriate or may cause harm, distress or offence to any other person, or anything which could bring The Granville School into disrepute.

14. I will report any online safety concerns, filtering breaches or receipt of inappropriate materials to the Designated Safeguarding Lead (Headmistress) as soon as possible.

15. If I have any queries or questions regarding safe behaviour online, I will discuss them with Designated Safeguarding Lead (Headmistress)

16. I understand that my use of The Granville School Wi-Fi may be monitored and recorded to ensure policy compliance in accordance with privacy and data protection legislation. If The Granville School suspects that unauthorised and/or inappropriate use or unacceptable or inappropriate behaviour may be taking place, then The Granville School may terminate or restrict usage. If The Granville School suspects that the system may be being used for criminal purposes, the matter will be brought to the attention of the relevant law enforcement organisation.

I have read, understood and agreed to comply with The Granville School Wi-Fi acceptable Use Policy.

Name ……...

Signed: ……..Date (DDMMYY)……

Linked Policies:

- Anti-bullying policy
- Acceptable Use Policies (AUP)
- Code of conduct for staff
- Promotion of Good Behaviour Policy
- Safeguarding policy
- Computing and ICT
- Personal Social and Health and Citizenship Education (PSHCE)
- Relationship and Sex Education policy
- Data Protection Policy
- CCTV policy