The Federation of St Elphege's and Regina Coeli Catholic Schools

Internet Safety Policy			
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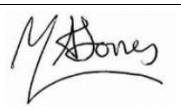
Approved:	EHT:		Health, Safety and Welfare
	Governor:	T. Tamplin	

Internet Safety Policy

The Federation of St Elphege's and Regina Coeli Catholic Schools

'With God all things are possible' **'Where there is love, there is God'**

With the help of God's love, the Federation of St Elphege's and Regina Coeli Catholic Schools will seek to develop the whole child. Each child is uniquely created and precious to God and it is the Federation's mission, guided by the Holy Spirit, to nurture each child's spiritual, moral and academic growth.

Inspired by the teachings of Christ we will…

- Develop our children's faith, spirituality and joy in the love of God
- Educate our children to the highest standards thus realising their own potential
- Instil in our children the knowledge, skills and confidence to succeed and take pride in their achievements recognising we each have special gifts and talents
- Encourage everyone to be more than they thought possible, in a secure and loving environment
- Promote a caring community where we will all behave well. We will be dignified in our actions, demonstrating good manners, tolerance, kindness and generosity to ourselves and others
- Prepare our children today to become tomorrow's responsible and independent individuals equipped to face life's challenges
- Ensure our Federation is a happy, safe and welcoming place where we all enjoy learning, work hard, support one another and do our best
- Create an active partnership of love, joy and high expectations between children, parents, carers, staff, governors, parishes and the wider community

Inclusion statement

The school community will ensure that ALL children irrespective of race, ethnicity, nationality, gender (including those who identify as transgender), sexual orientation, ability, special educational need, disability, faith or religion, age, culture, socio-economic or home background will have equal access to the breadth of this curriculum.

The achievements, attitudes and well-being of all our children matter and the school will endeavour to promote their individuality. Children with learning disabilities and gifted and talented children will be allowed to express themselves according to their ability. Work will be differentiated to meet their needs and achievements will be celebrated.

This Policy will be implemented through on going consultation with all members of the school community.

Internet Safety Policy

The Federation's Internet Safety Policy relates to the suite of Safeguarding Policies as well as the Computing Policy, Positive Behaviour Policy, PSHE (including Citizenship) Policy, the Home-School Agreement, Staff-School Devices: Acceptable User Statement, Mobile Phone Policy, Data Protection Policy and Data Retention Policy.

The Internet Safety Policy will be reviewed on a yearly basis. It will be agreed by senior management and approved by governors.

ICT has an all-encompassing role within the lives of children and adults. Current and emerging technologies used in school and, more importantly in many cases, used outside of school by children include:

- The Internet
- Email
- Instant messaging
- Live streaming
- Video messaging / calling
- Blogs
- Podcasting
- Social networking sites
- Video broadcasting sites
- Chat Rooms
- Gaming Sites
- Music download services
- Mobile phones with camera and video functionality
- Mobile technology (e.g. games consoles) that are 'internet ready'.
- Smart phones and tablets

This policy applies to all members of The Federation of St Elphege's and Regina Coeli Catholic Schools' community (including staff, students / pupils, volunteers, parents / carers, visitors, community users) who have access to and are users of Federation's computing systems, both within and outside of the school setting.

The Education and Inspections Act 2006 empowers head teachers to such extent as is reasonable, to regulate the behaviour of students / 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 Anti-Bullying Policy or Positive Behaviour Policy.
The school will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents / carers of incidents of inappropriate online safety behaviour that take place out of school.

Why is Internet access important?

The purpose of internet access in school is to raise educational standards, to support the professional work of staff and to enhance the school's management information and business administration systems.
Access to the internet is a necessary tool for staff and students. It is an entitlement for staff and students who show a safe, responsible and mature approach to its usage.

What are the dangers?

The use of such technology greatly enhances communication and the sharing of information and at The Federation of St Elphege's and Regina Coeli Catholic Schools, pupils and staff are to be encouraged to use technology in a positive and responsible way. However, the use of technology can put young people at risk within and outside of school. Some of these dangers include but are not limited to:

- Access to illegal, harmful or inappropriate images or other content.
- Exposure to extremist or radical views
- Unauthorised access to / loss of/ sharing of personal information.
- The risk of being subject to grooming by those with whom children make contact on the internet.
- The sharing /distribution of personal images without an individual's consent or knowledge.
- Inappropriate communication / contact with others, including strangers.
- Cyber-bullying. (See Positive Behaviour Policy)
- Access to unsuitable images / video / games.
- An inability to evaluate the quality, accuracy and relevance of information on the internet.
- Plagiarism and copyright infringement.
- Illegal downloading of music or video files.
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

Children of primary school age should not have access to social networking sites, such as: Facebook, Instagram, Snapchat, Whatsapp. Children using these services are in danger of exposure to explicit, dangerous or inappropriate material.

It is the duty of the school to ensure that every child in their care is safe, and the same principles should apply to the 'virtual' or digital world as would be applied to the school's physical buildings.
This policy document has been drawn up to protect all parties – the students, the staff and the school - and aims to provide clear advice and guidance on how to minimise risks.

What are the benefits to the school?

A number of studies and government projects have indicated the benefits to be gained through the appropriate use of the internet in education.

These benefits include:

- Access to world-wide educational resources including museums and art galleries;
- Inclusion in government initiatives such as NGfL ,Virtual Teacher Centre, MLE
- Information and cultural exchanges between students world-wide;
- Educational, cultural, vocational, social and leisure use in libraries, clubs and at home;
- Discussion with experts in many fields for pupils and staff;
- Staff professional development - access to educational materials and good curriculum practice;
- Communication with the advisory and support services, professional associations and colleagues;
- Improved access to technical support including remote management of networks;
- Exchange of curriculum and administration data with the LEA, DfE, Ofsted and parents.

How will Internet use provide effective learning?

Teachers, parents and pupils need to develop good practice in using the internet as a tool for teaching and learning. There is a fine balance between encouraging autonomous learning and maintaining adequate supervision. Systems to ensure internet use is as safe as possible will enable increased use and the quality of that use becomes a critical factor.

- Internet access is provided by the London Grid for Learning. It provides a service designed for pupils. This includes filtering appropriate to the age of all pupils in London. It is monitored and maintained by the school's preferred contractor, Cygnet IT Services.
- Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirement for staff and pupils. Staff will work within the guidelines of the Staff- School Devices: Acceptable User Statement.
- Pupils will be given clear objectives for internet use through the computing curriculum and the Home-School Agreement.
- Sites will be selected which will support the learning outcomes planned for pupils' age and maturity;
- Pupils will be educated in taking responsibility for Internet access regularly in partnership with recognised bodies such as Childnet and CEOP. Pupils across the school will be trained as Digital Champions to support their peers and develop e-Safety alongside the School Parliament and the PHSE and Citizenship curriculum.

How will pupils be taught to assess Internet content?

Pupils in school are unlikely to see inappropriate content in books due to selection by publisher and teacher. This level of control is not so straightforward with Internet-based materials. Therefore, computing teaching has been widened to incorporate an element of digital literacy including the ability to discern the reliability of internet media, for instance the value and credibility of web materials in relationship to other media. The tendency to use the web when better information may be obtained from books may need to be challenged.

- Pupils will be taught ways to validate information before accepting that it is necessarily accurate;
- Pupils will be taught to acknowledge the source of information, when using internet material for their own use;
- Pupils will be made aware that the writer of an email or the author of a Web page might not be the person claimed;
- Pupils will be encouraged to tell a teacher immediately if they encounter any material that makes them feel uncomfortable.

How will email be managed?

Email is an essential means of communication within the functionality of Google Classroom. Once email is available it is difficult to control its content. Nevertheless, children's school email content should not be considered private. Staff email accounts will be private unless there is a valid reason for the system's administrator to monitor the content of the account. Individual email accounts are automatically set up through SIMS when a child enters the school. When a child is enrolled into a class they will be assigned their Google account details to access their virtual classroom and the school network. Whole-class email accounts are also set up for each class in the schools, the choirs, 3 school email accounts, and for other stakeholders where a need arises. All members of staff are given access to their account when they join the school. Staff and Pupil email accounts are removed or transferred on leaving the school.

- Pupils need to use email as part of the curriculum and in development of their computing skills.
- Pupils are restricted to emailing within the school and to a select few external accounts which have been verified by the administrator.
- Email must only be used for valid, educational purposes.
- Pupils and staff can gain access to school email from any internet access point.
- On entry, pupils will be given individual email accounts with their own password. This assumes a high level of trust and all pupils and parents are asked to sign the Home-School Agreement. Teachers have access to their pupils' email addresses and passwords. The designated systems administrators have access to ALL email addresses and passwords and have the access to create or close email accounts.
- In-coming and outgoing e-mail is monitored by LGfL and Google for content and filtered where necessary. Where any staff or pupil account is misused, it is identified and suspended or closed.

Serious misuse can result in an investigation and police action, ie. under safeguarding or privacy issues.
- Messages sent using the school domain name should be regarded in the same way as messages written on school headed paper;
- The forwarding of chain letters is forbidden and social networking sites cannot be accessed from any school computers, without appropriate permissions, due to the filtering systems provided by LGfL and Google.

NB: The governing body have access to LGfL and Google mail providers to communicate any information that is considered sensitive. Even when communicating through LGfL and Google mail providers, confidential information will be encrypted.

How will publishing on the Web be managed?

The School web site will become a source of standalone information for a wide audience. It will reflect the schools' ethos and provide information that is accurate and up to date, incorporating the school's prospectus and relevant information to prospective parents and other bodies.
As the school's web site can be accessed by anyone on the internet, the security of staff and pupils is vital. Photographs and videos which identify individuals will not be used unless consent has been obtained from a parent or carer. While any risks might be small, the parents' perception of risk must also be taken into account.

The development of the schools' website will enable pupils and staff to publish work, photographs and videos to create a global public image of the school.

- The head teacher will delegate editorial responsibility to a member of staff to ensure that content is accurate and quality of presentation is maintained. This will likely include the Computing Coordinator, and other key members of staff.
- All material must be the author's own work, or where permission to reproduce has been obtained, clearly marked with the copyright owner's name.
- The point of contact on the web site should be the school address and telephone number. Home information or individual email identities will not be published.
- Consent from parents will be sought before photographs or videos of pupils are published digitally such as media use in newspapers, CDs following school journeys, Year 6 Yearbook, DVDs of school performances being distributed to parents etc. *See Data Protection Policy for more information.*
- The Head teacher takes overall editorial responsibility to ensure that the website content is accurate and the quality of presentation is maintained.
- Uploading of information is restricted to our website authorisers.
- The school website complies with the school's guidelines for publications.
- Photographs published on the web do not have full names attached, unless explicit consent is obtained.
- We do not use pupils' names when saving images in the file names or in the tags when publishing to the school website.

Use of Digital and Video Images

Where necessary, consent will be obtained from parents or carers prior to a pupil featuring in digital media. Parents and carers have the right to withdraw this consent at any time. *See Data Protection Policy.*
Examples of how digital photography and video may be used within school include:

- Pupils being photographed (by the classroom teacher, teaching assistant or another pupil) as part of a learning activity e.g. photographing pupils at work and then sharing the pictures on the Interactive whiteboard in the classroom allowing the pupils to see their work and make improvements.
- A pupil's image for presentation purposes around the school e.g. in school wall displays and PowerPoint presentations to capture images around the school or in the local area as part of a project or lesson.
- A pupil's image being used in a presentation about the school and its work in order to share its good practice and celebrate its achievements, which is shown to other parents, schools or educators e.g. on a portable storage device or a document sharing good practice; in our school prospectus or on our school website. If images or videos taken whist on the school site are to be used for purposes outside

of the Federation or to be published on the internet, consent will be obtained from parents / carers. Unfortunately, whilst adequate care will be taken by school staff to avoid scenarios where third parties obtain images of children whilst in the public domain, for example on a school trip, the school cannot be held responsible for how these images are used by third parties.

- On rare occasions, a pupil's image could appear in the media if a newspaper photographer or television film crew attend an event. If these images are taken on the school site, the school will ensure that it holds the relevant consent from parents and carers before any images are taken. However, if these images are taken in the public domain, for example on a school trip, whilst every care will be taken by the school to respect the parents / carers wishes regarding the publication of images, the school cannot be held responsible for how these images are used by third parties.
  Note: If a circumstance arose where the school wanted to link a pupil's image to their name e.g. if the pupil won a national competition and wanted to be named in local or government literature, parents would be contacted explicitly for permission.

The following safeguarding principles are followed with specific regard to the use of digital and video images:

- The school gains parental / carer permission for use of digital photographs or video involving their child on entry to the school. Parents and carers may withdraw this consent at any time. *See Data Protection Policy.*
- Only images of pupils in suitable dress are used.
- Parents volunteering on class trips are not allowed to take photographs or videos on their personal equipment.
- Digital images /video of pupils will only be stored on secure school owned systems or devices and only retained for the period that consent remains and they are necessary.
- The school does not identify pupils in online photographic materials or include the full names of pupils in the credits of any published school produced video materials / DVDs without the explicit consent of the parent / carer.
- Staff sign the school's Acceptable Use Policy and this includes a clause on the use of mobile phones / personal equipment for taking pictures of pupils. Staff and pupils are also required to adhere to the Federation's Mobile Phone Policy.
- The school blocks/filters access to social networking sites or newsgroups unless there is a specific approved educational purpose.
- Pupils are taught about how images can be manipulated in their eSafety education programme and also taught to consider how to publish for a wide range of audiences which might include governors, parents or younger children as part of their Computing scheme of work.
- Pupils are advised to be very careful about placing any personal photos on any 'social' online network space. 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 or geotagging data), that reveals the identity of others and their location, such as house number, street name or school. We teach them about the need to keep their data secure and what to do if they are subject to bullying or abuse.

Cloud Platforms

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 network manager (Cygnet IT) 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 number of privacy statements 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)

CCTV

CCTV is used in some areas across the Federation's sites as part of our site surveillance for staff and student safety. We will not reveal any recordings (retained by the Support Provider for 28 days), without permission except where disclosed to the Police as part of a criminal investigation.

What other Internet applications are available?

The internet is a rapidly developing resource with a wide range of web-based applications available to the end user. These applications have the potential to offer benefits to the administrative tasks schools staff and teachers are required to carry out and also offer the potential for a broader and more relevant and balanced curriculum experience for children. Any web-based application and any instances of cloud computing used within the school will have associated data protection and integrity risks assessed to ensure that they meet UK Education guidelines, prior to any data being uploaded. Applications which offer the ability to communicate, including conferencing applications such as Chat, Social networking and Webcams will also be subject to the same rigorous risk of data security assessment. Many of these facilities have great potential for education, for instance pupils could exchange live text, speech or video with a similar class in South Africa or Italy, at low or zero cost. A non-exhaustive list of the considerations new web-based applications will be subject to is listed below:

- Pupils will not be allowed to access public chat rooms. LGfL filters all social networking sites and primary school age children are under age for their use, reflecting the need for greater maturity before this area of the internet is given free access.
- New facilities will be thoroughly tested and any legal or safeguarding implications considered carefully before pupils are given access.

How will Internet access be authorised?

Access to the Internet in school is on the basis of educational need. All staff and children have internet access through the LGfL which is managed by Cygnet IT Services. This is a well managed and securely filtered intranet which enables pupils and staff to use and search the internet safely and securely. There is a robust system in place to notify Cygnet of any breaches of security to enable sites to be blocked immediately.

- Internet access is a necessary part of the statutory curriculum. It is an entitlement for pupils based on responsible use;
- Through all phases, Internet access will be granted to a whole class or to individuals as part of the scheme of work, with suitable education in responsible Internet use as part of Computing, PHSE, Citizenship, Anti Bullying and Safeguarding.
- Staff must comply with the Staff- School Devices: Acceptable User Statement which must be countersigned by a member of the Senior Leadership Team (SLT)

How will the risks be assessed?

It is difficult to remove completely the risk that pupils might access unsuitable materials via the school network. In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will supervise pupils and take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of information available via the Internet, it is not possible to guarantee that unsuitable material will never appear on a terminal. The school cannot accept liability for the material accessed, or any consequences thereof.

- The use of computer systems / computing devices without permission or for purposes not agreed by the school could constitute a criminal offence under the Computer Misuse Act 1990;
- Staff laptops taken off-site which contain sensitive data will have password protected encryption to ensure that sensitive pupil data is secure. Where the laptop itself does not contain sensitive data, encryption will not be necessary. However, staff members must use encrypted storage devices when working on terminals (which are not themselves encrypted) outside of the school sites.
- Methods to identify, assess and minimise risks will be continually reviewed.
- Staff, parents, governors and advisers will work to establish agreement that every reasonable measure is being taken and should any material be deemed unsuitable the material will be removed from the terminal and it will be reported immediately to Cygnet for blocking.
- The Head teacher will ensure that the policy is implemented effectively.

How will the school ensure Internet access is safe?

The Internet is a communications medium that is freely available to any person wishing to send messages, transfer data / media or publish information on almost any topic. Access to appropriate information should be encouraged and Internet access must be safe for all members of the school community from youngest pupil to teacher and administrative officer. Pupils and staff will have appropriate protected access to the internet.

The technical strategies being developed to restrict access to inappropriate material fall into several overlapping types (sometimes all referred to as filtering)

The main systems used are :

- Blocking strategies remove access to a list of unsuitable sites. Maintenance of the blocking list is a major task as new sites appear every day and is managed by Cygnet, LGfL and Atomwide.
- Filtering examines the content of Web pages or e-mail messages for unsuitable words. Filtering of Web searches attempts to block a current loophole.
- Rating systems give each web page a rating for sexual, profane, violent or other unacceptable content. Web browsers can be set to reject these pages.

None of these systems can be completely effective and a combination of approaches will be required, alongside adequate supervision.

- Blocking and/or filtering is performed by LGfL, Atomwide and Cygnet where a wide area network is used. The security of the school ICT systems will be maintained in close liaison with Cygnet and the LGfL. At school-level network safeguarding is carried out by a Cygnet technician for all devices which access the internet.
- Virus protection will be installed and updated regularly.
- The Cygnet technician will ensure that the system has the capacity to take increased traffic caused by internet use.
- Personal USB storage devices may not be brought into school without specific permission and a virus check. Staff working with pupil data will use secure USB devices to protect sensitive data.
- Pupils will be informed that Internet use will be supervised and monitored;
- The school will work in partnership with parents, LGfL, the DfE and Cygnet to ensure systems to protect pupils are reviewed and improved.
- If staff or pupils discover unsuitable sites, the URL (address) and content will be reported to the Cygnet via the Computing co-ordinator or a member of the SLT.
- Any material that the school suspects is illegal will be referred to the Internet Watch Foundation.
- Where minority languages are involved, appropriate measures will be used to ensure the process to select appropriate material is adequate.

Filtering and Monitoring

In-line with the updated guidance in Keeping Children Safe in Education (KCSIE) 2024 our schools have updated the Filtering and Monitoring systems in place.

Filtering and monitoring systems are used to keep pupils safe when using the schools' IT system.
Filtering systems: block access to harmful sites and content.
Monitoring systems: identify when a user accesses or searches for certain types of harmful content on school devices (it doesn't stop someone accessing it). The school is then alerted to any concerning enabling leaders to intervene and respond.

All schools in the Federation are using:
Filtering system: LGfL School Protect / LGfL Home Protect
Monitoring system: Classroom.Cloud
Person responsible: Designated Safeguarding Lead

All staff should be clear on and report to the DSL or Head Teacher:

- The expectations, applicable roles and responsibilities in relation to filtering and monitoring as part of their safeguarding training. For example, monitoring what is on pupils' screens
- How to report safeguarding and technical concerns, such as if:
    - They witness or suspect unsuitable material has been accessed
    - They are able to access unsuitable material
    - They are teaching topics that could create unusual activity on the filtering logs
    - There is failure in the software or abuse of the system
    - There are perceived unreasonable restrictions that affect teaching and learning or administrative tasks
    - They notice abbreviations or misspellings that allow access to restricted material

Senior leaders and all relevant staff need to be aware of and understand:

- What provisions the schools have in place and how to manage these provisions effectively
- How to escalate concerns when they identify them
  They're also responsible for:
    - Buying-in the filtering and monitoring system your school uses
    - Documenting what is blocked or allowed, and why
    - Reviewing the effectiveness of your provision, making sure that incidents are urgently picked up, acted on and outcomes are recorded
    - Overseeing reports
    - Making sure staff are trained appropriately and understand their role

The DSL should take lead responsibility for online safety, including understanding the filtering and monitoring systems and processes in place - this is part of their role in taking the lead responsibility for safeguarding.
This includes overseeing and acting on:

- Filtering and monitoring reports
- Safeguarding concerns
- Checks to filtering and monitoring systems

"Over blocking"

Over-blocking is a term used in KCSIE '24 which relates to the filtering system used in schools.
"134. Whilst it is essential that governing bodies and proprietors ensure that appropriate filtering and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding."

An effective filtering system needs to block internet access to harmful sites and inappropriate content. It should not:

- Unreasonably impact teaching and learning or school administration
- Restrict students from learning how to assess and manage risk themselves.

Blocking versus Safe Search

To ensure that the curriculum can be taught effectively, terms like "sex" should not be blocked as doing so will impact on teaching and learning in the science and RSE curriculum. Instead, enabling 'safe search' will ensure inappropriate content is filtered effectively.

How will complaints regarding internet use be handled?

Prompt action will be required if a complaint is made. The facts of the case will need to be established, for instance whether the issue has arisen through internet use inside or outside school. Transgressions of the rules could include minor as well as the potentially serious and a range of sanctions are required, linked to the school's Behaviour, PHSE, Citizenship, Whistleblowing and Safeguarding policies.

- Responsibility for handling incidents will be given to senior members of staff.
- Pupils, parents and staff will be informed of the complaints procedures.
- Parents and pupils will need to work in partnership with staff to resolve issues
- There may be occasions when the LA and/or police must be contacted. Early contact will be made to establish the legal position and discuss strategies.
- Staff members or pupils may have email or internet access denied depending on the nature of the incident;

Complaints regarding the internet may also be managed under the Federation's Complaints Policy.

How will staff and pupils be consulted?

It is important that staff feel prepared to teach about the safe and responsible use of the internet and that they personally subscribe to the school Internet Safety Policy. Staff will be given opportunities to discuss the issues and develop appropriate teaching strategies, with training where necessary.

- Rules for Internet Safety will be posted near computer systems. All children and staff will be required to sign the Home-School Agreement.
- All staff including teachers, supply staff and teaching assistants will be provided with the Internet Safety Policy, and its importance explained.
- Parents' attention will be drawn to the policy in newsletters, the school brochure and on the school website.
- A module on responsible Internet use will be included in the Computing and PSHE+C Curriculum and detailed during Anti-Bullying week programme covering both school and home use.
- Safe and responsible internet use is an ever-apparent theme across the Federation's Computing Curriculum.

How will parents' support be enlisted?

Internet use in pupils' homes is increasing rapidly. Unless parents are aware of the dangers, pupils may have unrestricted access to the internet. Through the distribution of carefully selected resources and a series of e-Safety workshops, parents will be taught how best to promote internet safety at home.

- A careful balance between informing and alarming parents will be maintained.
- Demonstrations and practical workshops for parents will be organised to encourage a partnership approach
- Joint home / school guidelines on issues such as safe Internet use will be established.
- A list of relevant information from organisations such as BECTa, Childnet and CEOP will be maintained.

How is Internet used across the community?

Internet use in the local community is becoming common. In addition to the home, access is available at the local library and after school clubs etc. Each organisation has its own approach and pupils may find variations in the rules and even unrestricted access to the internet. Although policies may differ in detail, community partners adhere to the same laws as schools with respect to content, copyright and misuse.

- In libraries, parents/carers of children under 18 years of age will generally be required to sign an acceptable use policy on behalf of the child;
- In libraries, adult users will also need to sign the acceptable use policy;
- In libraries, children under 8 years of age must be accompanied by an adult when accessing the internet, due to the Children's Act.
- Rules for internet access will be posted near computer systems, or will be available on request. Rules are there to protect legitimate use.
- Suitable educational, vocational and leisure use is encouraged in community facilities.

Roles and Responsibilities

This policy applies to all pupils, parents and carers, teaching and support staff, governors, volunteers, students and visitors. This list is not to be considered exhaustive.

The Role of Parents/Carers

Parents/carers play a crucial role in ensuring that their children understand the need to use the internet/ mobile devices in an appropriate way. The school will take every opportunity to help parents understand these issues through parent evenings, newsletters, letters, website, e-safety campaigns or literature.

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 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 changes where possible.

The Role of Teaching and Support Staff

- In 2021-2023, pay particular attention to safeguarding provisions for **home-learning** and **remote-teaching technologies** (see coronavirus.lgfl.net/safeguarding for an infographic overview of safeguarding considerations for remote teaching technology.
- Have an up-to-date awareness of e-safety matters and of the current school policy and practices related to e-safety.
- Record online-safety incidents in the same way as any safeguarding incident and report in accordance with school procedures using the system CPOMS.
- Report any suspected misuse or problem to the Designated Person/s for Child Protection for investigation/ action/ sanction.
- Ensure any digital communications with pupils are on a professional level and only carried out using the official school systems.
- Ensure personal information including telephone contact details, personal email addresses and addresses, are not provided to pupils.
- Carry out the school's E-safety programme of work is and embed in everyday practice in all aspects of the curriculum.
- 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)
- Prepare and check all online source and resources before using
- Ensure pupils understand and follow the e-safety rules.
- Ensure pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- Monitor ICT activity in lessons and extra-curricular/ extended school activities as appropriate.
- Be aware of e-safety issues related to the use of mobile phones, cameras, smart watches and other hand held devices which should not be within the children's possession in school.
- Ensure that in lessons where internet use is pre-planned, pupils are guided to sites checked as suitable for their use and that processes are in place for dealing with unsuitable material that is found in Internet searches.
- Understand the contents of this policy and other e-safety related policies and to sign the Staff AUP.

The Role of the Designated Person/s for Child Protection

Key responsibilities (the DSL can delegate certain online safety duties, e.g. to the online-safety coordinator, but not the overall responsibility; this assertion and all quotes below are 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 the HT and technical staff to 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.
- Where the online-safety coordinator is not the named DSL or deputy DSL, ensure there is regular review and open communication between these roles and that the DSL's clear overarching responsibility for online safety is not compromised
- Ensure "An effective approach to online safety [that] empowers a school to protect and educate the whole school 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 nurses, IT Technicians, and SENCOs) 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 Head teacher, 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.
- 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 RSE 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, who are often appreciative of school support in this area, but also including hard-to-reach parents.
- Communicate regularly with SLT 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.
- Oversee and discuss 'appropriate filtering and monitoring' with governors and ensure staff are aware.
- Ensure the 2021 DfE guidance on sexual violence and harassment is followed throughout the school and that staff adopt a zero-tolerance approach to this, as well as to bullying
- Facilitate training and advice for all staff, including supply teachers:
    - all staff must read KCSIE Part 1 and all those working with children Annex A
    - it would also be advisable for all staff to be aware of Annex C (online safety)
    - cascade knowledge of risks and opportunities throughout the organisation

The Role of Pupils

- Read, understand, sign and adhere to the student/pupil acceptable use policy and Home School Agreement and review these 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 or tutors.
- Understand the importance of reporting abuse, misuse or access to inappropriate materials, including any concerns about a member of school staff or supply teacher or online tutor.
- 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
- Abide by the school's rules for safe Internet Use.
- Avoid plagiarism and uphold copyright regulations.
- Abide by the school's policy as regards the use of mobile phones, cameras and other digital devices.
- Understand and abide by the school's anti-bullying policy.

Data security: Management Information System access and Data transfer

Strategic and Operational Practices

At this school:

- We have appointed a DPO and we ensure staff know who to report any incidents where data protection may have been compromised.
- All staff are DBS checked and records are held in Single Central Record.
- Any person using school owned computer systems will be required to sign and understand the relevant Acceptable Usage Policy. This makes clear the responsibilities of all persons with regard to data security, passwords and access.
- We follow LA/DfE/Safeguarding guidelines for the transfer of any data, such as MIS data or reports of children, to professionals working in the Local Authority or their partners in Children's Services / Family Services, Health, Welfare and Social Services.
- We follow all requirements under the General Data Protection Legislation (GDPR) and the latest data protection legislation in England.
- We require that any sensitive material must be encrypted if the material is to be removed from the school and limit such data removal. We have an approved remote access solution so that certain nominated staff can access sensitive and other data from home, without need to take data home.
- School staff with access to setting-up usernames and passwords for email, network access are working within the approved system and follow the security processes required by those systems.

Technical Solutions

- Staff have a secure area(s) on the network to store sensitive documents or photographs.
- We require staff to log-out of systems or lock their account when leaving their computer.
- We use encrypted flash drives if any member of staff has to take any sensitive information off site.
- We use the DfE S2S site to securely transfer CTF pupil data files to other schools.
- We use the Pan-London Admissions system (based on USO FX) to transfer admissions data.
- We use the LGfL secure data transfer system, USOAutoUpdate, for creation of online user accounts for access to broadband services and the London content
- We store sensitive, unencrypted materials in lockable storage cabinets or in private and secure areas of the school.
- All servers are in lockable locations and managed by DBS-checked staff.
- We comply with legislation by using an approved or recommended disposal company for disposal of equipment where any protected or restricted data has been stored.
- Portable equipment loaned by the school (for use by staff at home), where used for any protected data, is disposed of through the same procedure.
- Paper based sensitive information is collected by secure data disposal service.

Appendix 1: e-Safety Charter

The Federation of St Elphege's and Regina Coeli Catholic Schools

Children's Charter for Responsible Network, Internet and Mobile Phone Use

The school has provided computers, tablets, cameras and internet access to help children's learning.
Many children also use mobile phones to communicate with children who attend this and other schools.
These rules will keep everyone safe and help us be fair to others.

- I will ask permission from a member of staff before using the internet or my mobile phone in school.
- I will use only my own username and password for my Google email, Timestable rockstars, Class DoJo and any other school accounts I have. I will keep my passwords secret.
- I will not use another person's username and password to access their online accounts and I will not use anyone's phone without permission.
- I will not access or delete other people's files on the school network.
- I will not bring CDs or USB storage devices into school unless I have permission.
- I will only email / message people I know or people my teacher has approved.
- The messages I send online / via text message or messaging app will be polite and sensible.
- I will not give my full name, address or phone number to anyone online.
- I will not post photos or videos of myself or others online unless my teacher, parent or carer has approved.
- I will not access games, videos, websites or pictures which I think might be inappropriate for my age.
- I will not arrange to meet anyone online unless I know them in real life and my parent or carer has said that I am allowed to.
- To help protect other pupils and myself, I will tell an adult I trust if I see anything I am unhappy with or I receive messages I do not like.
- I understand that the school may check my computer files and messages on school accounts.
- I understand that the school may monitor the internet sites I visit.

(Please detach this section for your records and return the reply slip below to your child's class teacher)

Parent / Carer	**Child** (Year 1 – Year 6)
Child's Name: ..... Class: ..... I have read and discussed the **Children's Charter for Responsible Network, Internet and Mobile Phone Use** with my child and agree to support the school and my child in upholding each of the statements. Date:..... Signed:.....	I understand that I must behave in a **sensible and responsible** way online and when I am using a mobile phone. I understand that I must **keep personal information private** and **talk to an adult I trust** if anything makes me worried or upsets me. Child Signed:.....

The ethos of The Federation is founded on the Gospel values proclaimed by Christ. Through our teaching and learning, we aim to reaffirm these values and, in so doing, portray God's loving presence in all our lives.

Our aims and objectives for behaviour and the curriculum, are inspired by the Gospel teachings of Jesus. It is with the strength of the Holy Spirit and God the Father's love for us that we achieve these aims.

The unique contribution that every child makes to the life of the schools is greatly valued. Each child is encouraged to achieve their best, according to their talents, interest, age and ability.

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At The Federation of St Elphege's and Regina Coeli Catholic Schools, we provide a secure environment in which all children and adults can learn and work together.

This is a happy and caring community which enables everyone to achieve their best.

Home-School Agreement

The Federation of St Elphege's and Regina Coeli Catholic Schools

Child's Name

_____

Child's Class

_____

2024-2025

With God, all things are possible
Where there is love, there is God.

With God, all things are possible and where there is love, there is God.

The Federation Will:

- Provide a safe and secure environment in which all children and adults can learn and work together.
- Teach tolerance and respect for all to provide a happy and caring community to enable everyone to achieve their best.
- Encourage children to value others and take care of their surroundings.
- Let parents know about any concerns or problems that affect their child's work, behaviour or attendance.
- Inform parents of their child's progress through annual written reports, regular meetings and informal discussions with the class teacher.
- Set regular homework in line with The Federation's English and Maths policy.
- Keep parents informed about school activities through regular newsletters.

Signed on behalf of

The Federation of St Elphege's and Regina Coeli Catholic Schools

Signed: .....

Date: .....

As a Parent or Carer I will:

- Make sure my child attends school every day and notify the school when my child is absent by 'phoning on the first day of absence.
- Make sure that my child arrives on time with everything that is needed.
- Ensure my child wears the correct uniform, clearly labelled with their name.
- Ensure appropriate behaviour and internet safety by supporting and reinforcing the school's policy and guidelines for internet safety.
- Ensure my child is supervised in appropriate online activity outside school hours.
- Support my child with homework.
- Attend (at times virtually) Parents' Consultation meetings, workshops and discussions to support my child's progress.
- Treat all members of the school community with courtesy and respect.
- Respect the privacy and rights of all members of the school community by refraining from sharing information or photographs on the internet and social media networks.
- Inform the school in writing if my child's dietary or medical needs have changed and, where appropriate, provide the necessary medication with signed consent to administer it.
- Support the Federation in upholding and living out the FAITH Values.

Parent or Carer's Signature

Signed: .....

Date: .....

As a Pupil I Will:

Treat others as I would like to be treated.

Behave sensibly at all times.

Always tell the truth.

Listen, work hard and always do my best.

Always be kind, gentle and polite.

Care for myself, others, our property and environment.

Speak to an adult I trust if something upsets or worries me.

Make sure that an adult knows where I am at all times.

Follow the Children's Charter for Responsible Network, Internet and Mobile Phone Use.

Complete all homework set and hand into the teacher on time.

Child's Signature:.....

Date:

With God, all things are possible and where there is love, there is God.

The Federation of St Elphege's and Regina Coeli Catholic Schools

Acceptable Internet & School Network / Device User Statement

For Staff

ICT systems used by the school are licenced to / owned by the school and are made available to pupils to further their education and to staff to enhance their professional activities including teaching, research, administration and management. The school's Acceptable Internet & School Network / Device User Statement has been drawn up to protect all parties - the pupils, the staff and the school.

The Designated Safeguarding Officers are **Laurence Hawkes & Tessa Christoforou**.

The school reserves the right to examine or delete any files that may be held on its local and externally licenced networks to monitor any Internet sites visited.

- Access must only be made to authorised accounts, for which account details and passwords must not be made available to any other person.
- All Internet use should be appropriate to staff professional activity or pupil's education.
- It is strongly recommended that all staff using social networking sites at home maintain strong security settings to protect their integrity and professionalism and that of the school. Activity that can be interpreted as internet bullying or bringing the school into disrepute will not be tolerated and disciplinary and/or legal action may be taken against parties involved.
- Activity that threatens the integrity of the school or ICT systems, or that attacks or corrupts other systems, is forbidden; disciplinary and/or legal action may be taken against parties involved. This includes the intentional or unintentional installation of malicious, illegal or inappropriate software or files.
- Sites and materials accessed must be appropriate to work in school. Users will recognise materials that are inappropriate and should report unsuitable sites and materials to the Designated Safeguarding Officers. Use of inappropriate sites or materials on school owned laptop, iPad or Chromebook is forbidden and will result in the device being removed from use; disciplinary and/or legal action may be taken against parties involved.
- Users are responsible for all correspondence made using school owned accounts. Email content is monitored through the Cygnet and LGfL School Protect system.
- The same professional levels of language and content should be applied as for letters or other media, particularly as internet correspondence is often forwarded. Malicious internet correspondence (including social networking) will not be tolerated and may result in restricted account access, disciplinary and/or legal action.
- Posting anonymous messages and forwarding chain letters is forbidden.
- Copyright of materials and intellectual property rights must be respected.
- Legitimate private interests may be followed, providing school use and face-to-face teaching is not compromised.
- Images of pupils and/ or staff will only be taken, stored and used for educational purposes in-line with schools e-safety policy. Publishing or sending media through ICT systems which are external to the school containing identifiable information relating to pupils or staff will be solely with the express permission of parents/carers, the SLT and in-line with the Federation's Internet Safety Policy.

- I will not give out my own personal details, such as mobile phone number and personal email address, to pupils.
- I understand that data and files created explicitly or generated implicitly as part of background processes whilst using school owned ICT equipment may be stored on Federation owned ICT equipment and therefore remains the property of the Federation of St Elphege's and Regina Coeli Catholic Schools. The school cannot be held responsible for the data security of any personally generated information that it is not explicitly made aware of.
- Use for personal financial gain, gambling, political purposes or advertising is forbidden.
- Any data stored on Federation owned devices, systems or cloud services should be considered the property of The Federation of St Elphege's and Regina Coeli Catholic Schools.

I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the school will monitor the websites I visit and my use of the school's ICT facilities and systems.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.

I will let the designated safeguarding lead (DSL) and ICT manager know if a pupil informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the school's ICT systems and internet responsibly, and ensure that pupils in my care do so too.

Staff should sign a copy of this Acceptable Internet Use Statement and return it to the Director of Finance and Operations for approval.

Full Name: ..... **Position:** _____

Signed: _____ **Date:** .....

Appendix 4: e-Safety Resources

All school stakeholders, including children and parents, are encouraged to visit the London Grid for Learning's online safety pages. Technology advances are rapid and therefore resources which are included in any policy are likely to become 'out-of-date' quickly. LGfL collate and maintain trusted and current resources for promoting children and young people's online safety. Please click the image below or follow this URL: https://www.lgfl.net/online-safety/resource-centre?a=1

Appendix 5: e-Safety Curriculum Year Group examples

Reception	E-safety Skills	Date covered		
Self-Image and Identity	- I can recognise that I can say 'no'/'please stop' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. - I can explain how this could be either in real life or online.			
Online Relationships	- I can recognise some ways in which the internet can be used to communicate. - I can give examples of how I use technology to communicate with people I know.			
Online reputation	- I can identify ways that I can put information on the internet.			
Online bullying	- I can describe ways that some people can be unkind online. - I can offer examples of how this can make others feel.			
Managing Online Information	- I can talk about how I can use the internet to find things out. - I can identify devices I could use to access information on the internet. - I can give examples of how to find information (e.g. search engine…)			
Health, well-being and lifestyle	- I can identify rules that help keep us safe and healthy in and beyond the home when using technology.			
Privacy and security	- I can identify some simple examples of my personal information (e.g. name, address, birthday, age and location) - I can describe the people I can trust and can share this with; I can explain why I can trust them.			
Copyright and ownership	- I know what work I create belongs to me. - I can name my work so that others know it belongs to me.			

Year 3	E-safety Skills	Date covered		
Self-image and Identity	- I can explain what is meant by the term 'identity'. I can explain how I can represent myself in different ways online. - I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).			
Online Relationships	- I can describe ways people who have similar likes and interests can get together online. - I can give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak). - I can explain some risks of communicating online with others I don't know well. - I can explain how my and other people's feelings can be hurt by what is said or written online. - I can explain why I should be careful who I trust online and what information I can trust them with. I can explain why I can take back my trust in someone or something if I feel nervous, uncomfortable or worried. - I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life. I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online'.			
Online reputation	- I can search for information about myself online. - I can recognise I need to be careful before I share anything about myself or others online. - I know who I should ask if I am not sure if I should put something online.			
Online Bullying	- I can explain what bullying is and can describe how people may bully others. - I can describe rules about how to behave online and how I follow them.			
Managing online information	- I can explain what autocomplete is and how to choose the best suggestion. - I can explain how the internet can be used to sell and buy things - I can explain the difference between a 'belief', an 'opinion' and a 'fact'.			
Health, Well-being and Lifestyle	- I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, videos).			
Privacy and security	- I can give reasons why I should only share information with people I choose to and can trust. I can explain that if I am not sure or I feel pressured, I should ask a trusted adult. - I understand and can give reasons why passwords are important. - I can describe simple strategies for creating and keeping passwords private. - I can describe how connected devices can collect and share my information with others. -			
Copyright and Ownership	- I can explain why copying someone else's work from the internet without permission can cause problems. - I can give examples of what those problems might be.			

Year 6	E-safety skills	Date covered		
Self-image and Identity	- I can describe ways in which media can shape ideas about gender. - I can identify messages about gender roles and make judgements based on them. - I can challenge and explain why it is important to reject inappropriate messages about gender online. - I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. - I can explain why I should keep asking until I get the help I need.			
Online Relationships	- I can show I understand my responsibilities for the well-being of others in my online social group. - I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). - I can demonstrate how I would support others (including those who are having difficulties) online. - I can demonstrate ways of reporting problems online for both myself and my friends.			
Online reputation	- I can explain how I am developing an online reputation which will allow other people to form an opinion of me. - I can describe some simple ways that help build a positive online reputation.			
Online Bullying	- I can describe how to capture bullying content as evidence (e.g screen- grab, URL, profile) to share with others who can help me. - I can identify a range of ways to report concerns both in school and at home about online bullying.			
Managing online information	- I can use search technologies effectively. - I can explain how search engines work and how results are selected and ranked. - I can demonstrate the strategies I would apply to be discerning in evaluating digital content. - I can describe how some online information can be opinion and can offer examples. - I can explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). - I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. - I can identify flag and report inappropriate content.			
Health, Well-being and Lifestyle	- I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. - I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). - I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).			
Privacy and security	- I use different passwords for a range of online services. - I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). - I know what to do if my password is lost or stolen. - I can explain what app permissions are and can give some examples from the technology or services I use. - I can describe simple ways to increase privacy on apps and services that provide privacy settings. - I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing).			
Copyright and Ownership	- I can demonstrate the use of search tools to find and access online content which can be reused by others. - I can demonstrate how to make references to and acknowledge sources I have used from the internet.			