

# Safeguarding, E-safety and ICT policy

## Names and contacts:

- Main Office, 01253 316725
- Chris Wardle is the Designated Safeguarding Lead (DSL): [chris.wardle@cidari.co.uk](mailto:chris.wardle@cidari.co.uk)
- Chris Wardle is also the academy's Prevent lead
- Audrey Ainsworth is the Deputy DSL: [audrey.ainsworth@cidari.co.uk](mailto:audrey.ainsworth@cidari.co.uk)
- Child Protection Governor is (Chair) Jo Venn
- David Uphill and Chris Connaughton are also Deputy Designated Safeguarding Leads (DDSL)
- Emma Shahsvar, John Kerr, Carly Dawson, Lizzie Haydon, Chloe McDougal, Iain Tarpey, Laura Dunlop and Charlotte Johnson are Designated Safeguarding Persons.
- Headteacher on 01253 316725
- Social Care: 01253 477299

<http://proceduresonline.com/panlancs/scb/>

We are committed to safeguarding and promoting the welfare of all children, in line with the duty placed on us by section 175 of the Education Act 2002.

We strongly believe that all children have the right to feel safe and to be protected from physical, sexual or emotional abuse and neglect.

All staff play a central and significant role within this policy and procedures safeguarding children and supporting families.

## Scope of our Commitment:

Safeguarding encompasses child protection, safer recruitment, managing allegations against staff, as well our approach to the Keeping Children Safe in Blackpool process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from the academy and our response to the use of technology and our health and safety procedures. These are documented in separate policies.

We have a clear commitment to supporting the child. We aim to work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

## Child Protection Procedures:

Please see this policy, the school website or the staff drive for safeguarding policy and procedures.

## Blackpool Child Protection Procedures

The Pan-Lancashire Child Protection Procedures: <http://proceduresonline.com/panlancs/scb/>

1. When staff receive a disclosure or notice something which leads them to suspect that abuse may have taken place the information is recorded in writing onto MYCONCERN.

In the instance of a staff member having a concern about unusual or unexplained changes in a child's appearance, behaviour, attendance or basic needs then the staff member has a duty to report the concern onto MYCONCERN. The DSP/DDSL/DSL will ensure that the concern is recorded appropriately and advise the member of staff reporting the concern on any further actions they may need to take.

If you feel as the child is in imminent danger, you must report onto MYCONCERN highlighting the urgency **and speak** to the DSL or one of the DDSLs immediately.

Physical abuse is suspected a 'skin map' must be used to record the details and extent of any injury that has been noticed. The skin map must be passed in a sealed envelope to the DDSL/DSL as soon as possible. This record should include:

- The date and time of the observation/disclosure
- An accurate description of any injuries/marks.

In the instance of a staff member having a concern about unusual or unexplained changes in a child's appearance, behaviour, attendance or basic needs, the staff member has a duty to record the concern onto MYCONCERN and discuss with the DSP/DDSL/DSL at the soonest opportunity that day. Any follow up action must be recorded by the person undertaking the action onto MYCONCERN.

When technology is involved we retain the evidence provided by the young person and/or their family (e.g. screen shots/emails/text messages) and use it to support the MYCONCERN log.

However, we do not search family mobile phones or computers to gain further information. Instead we seek advice from the Police via the Public Protection and Investigation Unit (01253 604080) about gathering evidence.

2. When Level 3/4 concerns are raised the DDSL follows the procedures endorsed by Blackpool's Local Safeguarding Children Board. Action must be taken within the same working day and as early as possible.
3. Where abuse is suspected a referral will be made to Social Care (01253 477299) directed by the DSL/DDSL. The expectation is that a verbal referral will be supported in writing, usually by the completion of the form Keeping Children Safe in Blackpool, in line with local procedures. The supporting documentation should be **e-mailed** or faxed to the duty team on (01253 477009) who will decide the outcome of the referral.

The content of the referral will be discussed with parents/carers *where this is appropriate*. Advice may be sought from Social Care concerning this aspect of information sharing. It is recognised that parents/carers will not be told that a referral is being made if sexual abuse or fabricated illness are suspected. Staff **must not** discuss any issues with parents/carers unless they are told to do so by the designated staff.

Social Care will then lead the process which could involve the children going onto child protection plans or for assessment by The Early Assessment Team. If a referral is passed to The Early Assessment Team they will determine the best course of action and which professionals are best placed to deal with the issues

**NO ATTEMPT SHOULD BE MADE BY OUR STAFF TO CONDUCT AN INVESTIGATION INTO CASES OF SUSPECTED ABUSE.**

Policy Review September 2022

**NO CHILD SHOULD BE TOUCHED, CHECKED OR EXAMINED unless directed by Social Care and carried out by at least 2 members of staff, one of whom must be from the Designated Team.**

Social Care and the police are responsible for undertaking investigations. Inappropriate actions by others may negate or contaminate evidence.

Staff must co-operate with those investigating abuse following a referral. It will be the responsibility of those investigating the case to ensure that parents/carers are fully informed about the investigation.

Throughout this process the Designated Team can seek advice from:  
Social Care (01253 477299) – (may need to speak to the Senior Practitioner/Duty Social Worker)

The Safeguarding Board/LADO (01253 477541) in relation to allegations.

### **Training and Support**

- All staff, including new staff, must complete online Level One Safeguarding training.
- All members of staff are trained in Blackpool Safeguarding Child Protection as part of their induction process and continued professional development.
- All members of staff are trained in Keeping Children Safe in Education (DfE Sept 2021) as part of their induction process and continued professional development.
- A number of staff hold First Aid at Work certificates. (A list of staff qualified in First Aid at Work is displayed at Reception).
- Support material for all staff and the BSCB policies and procedures are available: - <http://proceduresonline.com/panlancs/scb/>
- The procedures relating to all aspects are discussed with all staff regularly.
- A record of staff training is kept within the academy, which identifies who has attended training and the content of the session.
- A set of the most recent training materials is available for all academy staff in the academy on the shared staff folders.
- Our Recruitment process includes safeguarding tasks / questions
- Our Nominated Governor is updated regularly and in turn reports relevant information termly about safeguarding to the Governing Body.
- Safeguarding is a standing item on the termly full academy governors' agendas.
- Training including Safer Recruitment is also provided online.
- the governors in their role.

### **Early Support**

The staff in our academy are committed to multi-agency working to support the Keeping Children Safe in Blackpool Process.

Where it is deemed that children require additional support, the DDSL/DSL will:

- Discuss their concerns with parents/carers
- Complete or update the Keeping Children Safe in Blackpool process.
- Undertake level 3 families – KCSB submitted to the Early Assessment Team for consideration

- The pastoral team continue to offer support throughout this process.
- Convene or take part in meetings with families and relevant agencies.
- Call a meeting if parents/carers are unwilling to engage with the process
- Monitor the child's progress and raise the issue to the level of Child Protection if this is necessary

All our work at the level of the Keeping Children Safe in Blackpool is conducted with the support and full knowledge of our parents/carers. Where it is appropriate we also involve the child in discussions and gain the child's views. All the documents to support the Team Around the Family process are available through the Blackpool Council Website.

### Training and Support

Members of staff who are likely to complete the Keeping Children Safe in Blackpool are appropriately trained by the BSCB team.

### Information for Parents/Carers

It is made very clear to all parents/carers that all our staff are legally obliged to follow up any concerns they may have around child protection. A statement to this effect will be included in the academy prospectus and on our website. We also display our commitment to safeguarding in our entrances.

### Confidentiality/Records

All child protection records are kept stored in a locked cabinet inside a locked room. The DDSL/DSL have access to these. When necessary they may be shared with other relevant members of staff and then placed immediately back in the locked cabinet.

However, they must always be read in school (notes can be made to take to meetings out of school but must then be shredded.) Safeguarding information must not be removed from the room in which it is stored.

When a child leaves our academy, their child protection records are sent to the receiving school separately from the child's other academy records. A receipt form is completed upon delivery of Child Protection records are not sent unless it has been confirmed that the child has taken up their new place. If this confirmation is not received, we would retain the file indefinitely. We would inform the Pupil Welfare Service, via a password protected e-mail supported either by phone or a Pupil Welfare Referral form, that the child was no longer at our academy, just as we would for all children who are either missing from the academy with no explanation for 10 consecutive days or earlier if there is a cause for concern. We follow the joint protocol. 'Children and young people who run away or go missing from home or care' - see BSCB online.

### Preventing Violent Extremism

We are committed to contributing to community cohesion and reducing the likelihood that our children may become radicalised. To support this process, our staff report any concerns they have about our children in this respect by speaking to the DDSL/DSL and logging the concern using MYCONCERN. The Designated Teacher will seek guidance from BSCB online and will then contact relevant personnel for further advice and support. **All staff must** annually complete the government PREVENT training found here : - <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>

## What is Prevent?

*From 1 July 2015 all schools, registered early years childcare providers<sup>2</sup> and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.*

## PREVENT: Objectives of PREVENT (The three I's)

- Respond to the ideological challenge of terrorism
- Prevent individuals from being drawn into terrorism
- Work with sectors and institutions where there are risks of radicalisation

The single point of contact for Prevent is the Designated Safeguarding Teacher (Chris Wardle), whose role is to:

- Assess risk of radicalisation within St George's School
- Assess risk of children being drawn into terrorism
- Develop an action plan to reduce the risk
- Train staff to recognize radicalisation and extremism
- Work in partnership with other partners
- Establish referral mechanisms and refer vulnerable people to Channel
- Maintain records and reports to show compliance
- Prohibit extremist speakers and events
- Manage access to extremist material

The risk of radicalisation is the product of a number of factors and identifying this risk requires that practitioners exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

Some children may be at risk due to living with or being in direct contact with known extremists. Such children may be identified by the police or through Multi Agency Public Protection Arrangements (MAPPA) processes – see <https://www.gov.uk/government/publications/multi-agency-public-protection-arrangements-mappa--2>

## Preventing Child Sexual Exploitation

We are committed to contributing to support local and national bodies as they work to reduce child sexual exploitation. To support this process, our staff report any concerns they have about our children using MYCONCERN and speaking to the DDSL/DSL. The Designated Person will seek guidance from BSCB online and will then contact relevant personnel for further advice and support.

## Safer Recruitment

We are committed to the safer recruitment practices outlined in Safeguarding Children and Safer Recruitment in Education (2007)

We ensure that all appointments in our academy are made by a panel which comprises of at least one person who has completed the 'safer recruitment' training package. The school holds a copy of the certificates of everyone who has been trained within their organisation.

*Our safer recruitment practices include:*

- Ensuring that all our adverts include a statement which explains our commitment to safeguarding children
- Displaying our commitment to safeguarding both visually in the academy and on our website
- Ensuring that all our posts are detailed accurately through specific job descriptions and person specifications which state the contact that the post-holder will have with children
- Discarding any applications that are made by any applicant who submit a CV instead of the required application form
- Requesting references prior to interview, using a detailed reference request form
- Scrutinising the application form and references, to identify any gaps in employment, or inconsistencies in the information presented. We use this information to formulate candidate specific questions that will be used during the interview.
- Checking the validity of qualifications
- Checking the identity of the individual concerned
- Checking the eligibility of the candidate to work in the UK.
- Asking specific questions during the interview that relate to safeguarding children. We expect candidates to discuss individual experiences rather than talking hypothetically.
- Collecting the information in relation to Disclosures and Barring (Disclosures and Barring Service)
- Discussing any self-declared information with the candidate in a non-prejudicial way during the interview
- Reserving the right to call candidates back for further questioning if anything emerges either through the DBS process or late references.
- Reserving the right to dismiss a candidate if false information has been submitted during the recruitment process or if information comes to light that the candidate failed to disclose

In addition:

- we maintain our single central record for our own employees, volunteers (including adults and pupils who are on a work placement) supply staff and Governors.
- have a clear process in line with Statutory guidance: Regulated Activity (Children)- supervision of activity with children which is regulated activity when unsupervised. We have appropriate local arrangements in place for any visits by people in a perceived 'position of authority' and that they are actively implemented as required.
- ensure that all visitors to our school are met at Reception and are given a visitor pass/badge.
- ensure that where appropriate (LA officers/contractors) visitors are asked to show their formal identity badges to link them to a known organisation. They are only admitted to complete known and verifiable duties.
- any college pupil/ volunteer placements have DBS check undertaken centrally before being deployed.
- our Headteacher, leaders and the Governing Body access Safer Recruitment courses online.
- In the case of a new staff member who is awaiting clearance a Pre-Employment Risk Assessment will be completed before the staff member commences their post.

- In the case of staff employed or working as volunteers by groups who run lettings activities we will ensure that St George's School safeguarding procedures are followed re SCR and DBS.

### Child on Child Sexual Violence and Sexual Harassment

This part of the statutory guidance is about how schools and colleges should respond to all reports and concerns of child on child sexual violence and sexual harassment, including those that have happened outside of the school or college premises, and or online (what to look out for, and indicators of abuse are set out in Part one of KKSIE 2021).

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of this guidance, all staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. As set out in Part one of this guidance, schools and colleges should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships (see also sections on child sexual exploitation and child criminal exploitation at paragraphs 33-39, KKSIE 2021).

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

But it is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report

You should read Part five (KKSIE 2021) alongside the Departmental advice: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges it contains further detailed information on:

- what sexual violence and sexual harassment constitutes, important context to be aware of, including; what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
- related legal responsibilities for schools and colleges,
- advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment, and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s). Responding to reports of sexual violence and sexual harassment

Part two of this guidance is clear that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

Schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Preplanning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports. Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practice and principles for schools and colleges to consider in their decision-making process.

*Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.*

### Managing allegations against members of staff or volunteers

All the staff at St George's School are aware that they have a duty to report any concerns they have about the conduct of another member of staff, volunteer or governor to the Headteacher. They are also informed of the purpose of the Whistleblowing Policy. If the concerns are about the Headteacher they are aware that they report the matter to the Chair of Governors.

When an allegation has been made against a member of staff, the Headteacher will consider whether the allegation suggests that the individual has:

- Behaved in a way that has harmed, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates that s/he is unsuitable to work with children

If any of the above may have happened the Headteacher must record the concerns, and contact the Local Area Designated Officer (LADO: 01253 477541 email: [lado@blackpool.gov.uk](mailto:lado@blackpool.gov.uk)) to ask for advice about how to proceed. The LADO will advise the Headteacher about whether to complete related forms or treat the matter internally via other policies (eg. disciplinary/capability). For additional information about the process we refer to <https://www.blackpoolsafeguarding.org.uk/managing-allegations> and HR.

In St George's School we recognise our duty to refer colleagues to the Disclosure and Barring Service (DBS) under section 35 of the Safeguarding and Vulnerable Groups Act (2006) for their consideration about whether a colleague should be barred from the children's workforce. We would make a referral when conditions set out in the Referral Guidance provided by the DBS on <https://www.gov.uk/government/organisations/disclosure-and-barring-service> are met.

### Online Learning / E-Safety – Social Media Guidance



All the staff in our academy are aware that they have a duty to protect themselves, children and the families they serve, fellow St George's School colleagues and their employer in relation to E-Safety. BSCB Social Media guidance is provided in our E-Safety policy.

All guidance online in The Pan-Lancashire Child Protection Procedures  
<http://proceduresonline.com/panlancs/scb/>

### Serious Case Reviews

At St George's School we are committed to taking account of any recommendations that are made from local and national Serious Case Reviews and consequently share appropriate recommendations with relevant staff. We are aware that our academy may become involved in a Serious Case Review and we are committed to supporting the process. As such we will ensure that the files and records that pertain to a child involved in an incident that may lead to a Serious Case Review are preserved in the academy and we will cooperate with the representatives from the BSCB who are undertaking the review.

### The views of our children

In our academy the views of our children are very important to us. We make sure that our children know that our staff are always prepared to listen to them. Children are made aware that they can report any concerns through SHARP, verbally and/or through any member of staff. They also complete an anonymous questionnaire annually that specifically asks them to report how safe they feel at St George's School. We use the findings to inform our academy development plan, curriculum developments and specific interventions for individual children.

### The views of our staff

In our academy the views of our staff are very important to us. We ensure that our staff know that leaders are prepared to listen to them. Staff are aware that they should report any concerns onto MYCONCERN AND VERBALLY (if urgent). It is planned that Staff also complete an anonymous questionnaire annually that specifically asks them to report how safe they feel and how safe they feel the children are in our academy. Staff views are formulated into a risk assessment for action. We use the findings to inform our Rapid Action Plan, curriculum developments and specific interventions for individual children.

### Safeguarding Audit

BSCB recommend that all schools undertake the self-evaluation 'Section 175' self-Audit and the outcomes of such are reflected in developments/training/priority actions.

### Reporting to the Governing Body

Our Governing Body oversees the Headteacher's sound maintenance of all safeguarding procedures in line with this policy and procedures. The Headteacher has the day-to-day responsibility for maintaining these procedures with the backing of the Governing Body. Our Governing Body will advise the Headteacher of its views on specific issues that will promote safeguarding. This may for example be around promoting a parental understanding of the agenda. Our Governing Body does not discuss any individual cases and never requests to see individual pupil records, although they do ask the Headteacher to explain the effectiveness of their procedures.

### Policy Review September 2022

### Pastoral Strategy Meeting– 'behaviour/attendance/safeguarding/SEND'

The academy's 'PSP' Group will respond to high level need for pastoral support by learners. The aim of the 'PSP' group is to:

Enhance the academy's provision for the behaviour/attendance/safeguarding and promotion of the welfare of learners.

Provide a comprehensive approach to the pastoral support for learners.

Ensure that pastoral support to learners is personalised and responsive to need.

Ensure that learners with personalised pastoral needs make good to outstanding academic progress in line with their peers in academy.

Ensure that external support is sought where relevant and appropriate for particular pupils with complex pastoral needs or who are from 'vulnerable Groups'.

The PSM Group will consist of the DHT; AHT; DI; SENCO; SMH; The Group will also invite specialist support from the local authority when required.

The 'PSM' Group will develop a risk register of high need pupils who require a holistic approach to their pastoral care.

The group will meet every fortnight with the actions and PSM framework completed and updated by the leaders with the names of the pupils to be discussed.

### Structure of PSM Group Meetings

The 'PSM Group' will meet weekly and consist of the following individuals:

DHT/AHTs

Director of Inclusion

SENDCo

PSWs (if appropriate)

PWO (if appropriate).

Member of the LA from the 'Educational Psychology Team' or 'Complex Needs Service' (where appropriate).

Other members of SLT will be invited to particular meetings as needed during the course of the Year.

The meeting will focus its discussion on pupils with poor behaviour/attendance/SEND needs/Safeguarding needs.

Decision of the appropriate provision for each student (Sanctuary,)

QA of individual support plans – selected by DHT/AHTs

Data on performance in subjects in that academic Year (including latest data input).

Attendance and Punctuality figures for the academic Year.  
Number of detentions and any report cards.  
Any other information that is relevant for the pupil e.g. IEP.

The meeting will have the following structure for each pupil discussed:

A review of the information on the pupil, with input from all members of the 'PSM Group.'  
A focus of what impact interventions are having.  
A review of the success of the strategies outlined in previous 'PSM Group' meetings.  
Agreement on strategies (continued from previous meetings or revised).  
Designation of a 'Lead Person' to coordinate the response and feedback for the next meeting.

The lead person will chair the meeting during discussion on pupils assigned to them.

[These meetings must be pupil focused on pupil outcomes. Not a meaningless discussion](#)

### Confidentiality & Record Keeping

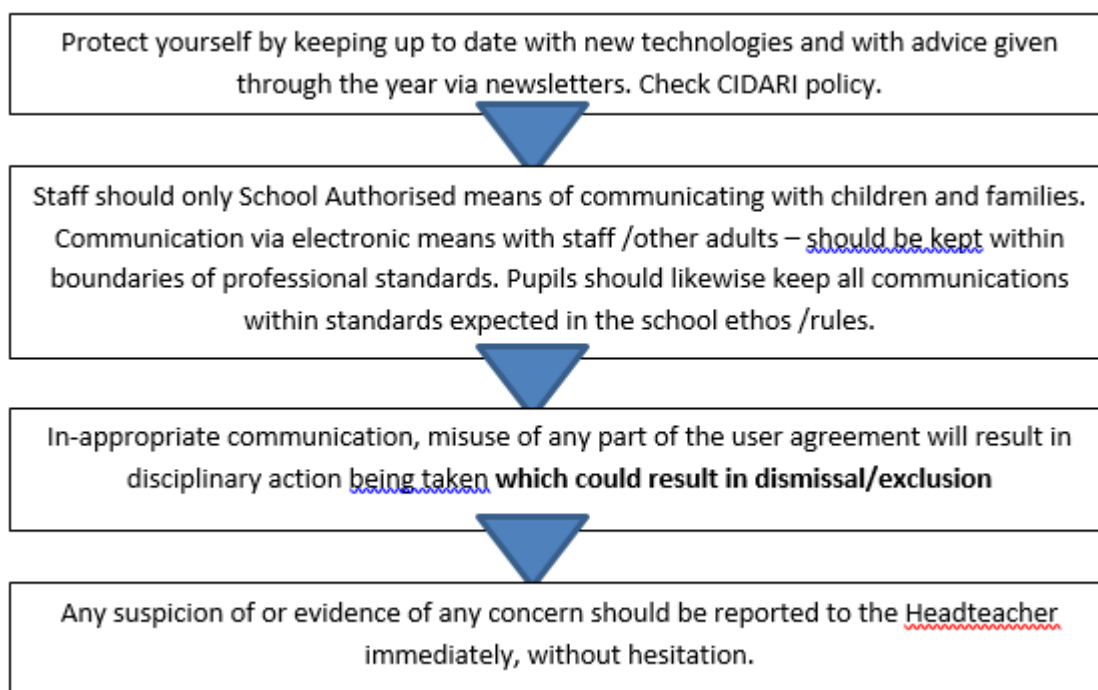
All 'PSM' Group meetings will discuss sensitive matters and the discussions will be confidential. Only those aspects of the discussion relevant to the efficient completion of action points will be shared with other relevant staff. Any records of the 'PSM Group' must be treated with the utmost sensitivity.

Parental consent will be sought if records of the 'PSM Group' are going to be shared with individuals not employed by the academy (if appropriate).

All records of meetings and evidences will be kept by the AHT Inclusion.

## E-safety and ICT policy

Protect yourself by keeping up to date with new technologies and with advice given through the year.



In-appropriate communication, misuse of any part of the user agreement will result in disciplinary action being taken which could result in dismissal/exclusion

Any suspicion of any evidence of concern should be reported to the Headteacher or DSL immediately, without hesitation.

Staff should only use School Authorised means of communicating with children and families. Communication via electronic means with staff /other adults – should be kept within boundaries of professional standards. Pupils should likewise keep all communications within standards expected in the school ethos /rules.

E-Safety encompasses internet technologies and electronic communications such as mobile telephones and wireless technology. Use of the school's ICT equipment by any members of the school community must be in accordance with this policy. Any use which infringes this policy will be treated very seriously by the School Governing Body. The school's E-safety policy reflects CIDARI Policy and will operate in conjunction with other policies including those for Pupil Behaviour, Bullying, Curriculum, Data Protection and Security.

### Teaching and Learning - The Importance of Internet use in Education

- The internet is an essential element in 21<sup>st</sup> Century
- Internet use is part of the statutory curriculum and a necessary tool for staff and pupil's life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience.
- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information systems.

### Using the Internet to Enhance Learning

- Internet access in school will be designed expressly for pupil use and will include filtering arrangements appropriate to the age of pupils.
- Pupils will be taught in their lessons what Internet use is acceptable and what is not and given clear objectives for Internet use.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

### The need for pupils to learn to evaluate online content

- The school should ensure that the use of Internet derived materials by staff and by pupils complies with copyright law.

- Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the School Network Manager.

### The Management of Internet Access

- The school ICT system capacity and security will be reviewed regularly.
- Virus protection will be installed and updated regularly.
- Security packages will be installed\_

### E-Mail

- Pupils may only use approved email accounts on the school system.
- Pupils must immediately tell a teacher if they receive an offensive email.
- Pupils must not reveal details of themselves or others such as address or telephone number, or arrange to meet anyone in any e-mail communication without specific permission.
- Incoming email should be treated as suspicious and attachments not opened unless the author is known.
- Emails sent to an external organisation should be written carefully and authorised before sending in the same way as a letter written on school headed notepaper.
- Pupils should use the school email system for work and educational purposes and NOT for personal chat or for social networking.
- Staff should only use their school email account (...@[cidari.co.uk](mailto:cidari.co.uk)) when communicating with pupils and parents.
- The forwarding of chain letters is not permitted.

### Published content and the school website

- The contact details on the website should be the school address, school email and telephone number. Staff and pupil home information will not be published.
- The Headteacher or nominee will take overall editorial responsibility and ensure that content is accurate and appropriate.

### Publishing pupil images and work

- Website photographs that include pupils will be selected carefully

- Pupils full names will not be used anywhere on the school website, particularly in association with photographs. Exceptions on an individual basis agreed with parent (eg: Champion of individual sport)
- Written permission from parents or carers will be obtained before photographs of pupils are published on the school website (via admission form)

### Social networking and personal publishing

- School will block access to social networking sites.
- Newsgroups will not be made available to pupils unless an educational requirement for their use has been demonstrated.
- Pupils will be advised never to give out personal details of any kind which may identify them or their location. Also the inherent dangers in Youth-produced sexual imagery.
- Staff and pupils must not place personal photos on any social network space without considering how the photo could be used now or in the future.
- Staff and Pupils should be advised on security and encouraged to set 'smart' passwords, deny access to unknown individuals and how to block unwanted communications.
- It is the responsibility of the staff and pupil not to pass on their username and password for others to use their account.
- Staff should be aware of the potential risk to their professional reputation by adding pupils, parents or friends of pupils as 'friends' on their social network site and are strongly recommended not to do so.
- Comments made on a social network site or Blog which relate to the school or pupils in the school have the potential to be misinterpreted and would result in disciplinary action.

### **Action you must take if you discover inappropriate (threatening or malicious) material online concerning yourself or your school:**

- **Secure and preserve any evidence.** For example, note the web address (URL) or stay with the computer - until further advice is sought, DO NOT COPY, print or screen shot.
- Staff should report immediately to a line manager or senior staff.
- Pupils should report immediately to their parents/guardians if an issue occurs at home.
- Parents should contact the uploader of the material or the Internet Service Provider/ site administrator and ask for the material to be removed. All social network sites have the means to report unacceptable material or activity on their site – some more readily available than others.
- Inform Headteacher/DSL

### Managing Filtering

- The school will work in partnership with the CIDARI MAT, DfE and the Internet Service Provider to ensure systems to protect pupils are reviewed, monitored and improved.
- If staff or pupils discover unsuitable sites, the URL (address) and content must be reported to the Internet Service Provider via the School Network Manager.

### Support Team.

- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.

### Managing video conferencing

- The use of video conferencing facilities in school will be for approved activities only and all such use by groups of pupils will be monitored carefully.

### Managing emerging technologies

- Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- Mobile telephones will not be used during lessons or formal school time without permission. The sending of abusive or inappropriate text messages is forbidden.
- Mobile telephones remain the responsibility of the pupil – if they are lost or stolen the school cannot accept liability.
- Staff will be issued with a school telephone for trips and visits out of school.

### Protecting Personal Data

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

### Policy Decisions/ Authorising Internet Access

- All staff and pupils must read and sign the Responsible Internet Use statement before using any school ICT resource.
- The school will maintain a current record of all staff and pupils who are granted access to school ICT systems.
- Pupils must apply for Internet access individually by agreeing to comply with the Responsible Internet Use statement.
- Parents/carers will be asked to sign and return a consent form.



Data must be protected and software protected. Secure passwords should be used and updated regularly – at least each term.

Any data sent out of the school system must be password protected/encrypted

The use of pen drives and other external devices is strongly discouraged; all data should be encrypted. Use of the school servers is the only safe storage. Updated 'cloud' storage advice will follow - security should not be taken as granted.

### Assessing Risks

- The school will take reasonable precautions to prevent access to inappropriate material. However, due to the international scale and linked Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer. Neither the school nor the Diocese can accept liability for the material accessed, or any consequences of Internet access.
- The school will audit ICT use on a regular basis to establish if the E-safety policy is adequate and that the implementation of the E-safety policy is appropriate.

### Staff and the E-safety policy

- All staff will be informed of and have access to the school E-safety policy and its importance explained.
- Staff should be aware the Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- Staff that manage filtering systems or monitor ICT use will be supervised by senior management and have clear procedures for reporting issues.
- Staff should understand that telephone or online communications with pupils can occasionally lead to misunderstandings or even malicious accusations. Staff must take care always to maintain a professional relationship.

### Enlisting parents' support

- Parents' attention will be drawn to the school E-safety policy in newsletters, the school brochure and on the school website.

### Non-compliance

- The school retains the right to withdraw any of the above services of the person(s) if they have been found to be abusing the services.

### Responsible Internet Use: Rules for Staff and Pupils

The computer system is owned by the school. This Responsible Internet Use statement helps to protect pupils, staff and the school by clearly stating what use of computer resources is acceptable and what is not.

Irresponsible use may result in the loss of Internet access, in line with the School's Behaviour Policy.

Network access must be made via the user's authorised account and password, which must not be given to any other person.

School computer and Internet use must be appropriate to the pupil's education or to staff professional activity.

Copyright and intellectual property rights must be respected. E-mail should be written carefully and politely, particularly as messages may be forwarded or printed and be seen by unexpected readers.

Users are responsible for emails they send and for contacts made.

The use of social networking sites (Facebook, etc) are not permitted on site.

Anonymous messages and chain letters are not permitted.

The use of unauthorised chat rooms is not allowed.

The school ICT systems may not be used for private purposes, unless the Headteacher has given permission for that use.

Use for personal financial gain, gambling, political purposes or advertising is not permitted. ICT system security must be respected; it is a criminal offence to use a computer for a purpose not permitted by the system owner.

The school may exercise its right to monitor the use of the school's computer systems, including access to websites, the interception of e-mail and the deletion of inappropriate materials where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing unauthorised or unlawful text, imagery or sound.

Legislation (2006) gives advice regarding 'Taxable' use of school equipment at home (eg: Laptops, iPads). Staff will need to declare that the personal use of school equipment at home is minimal and insignificant, personal use in school is also rare.

