

BENGEWORTH CE ACADEMY

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# ONLINE SAFETY POLICY

September 2022



**Bengeworth**  
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures



## Scope of the Online Safety Policy

This Online Safety Policy outlines the commitment of Bengeworth CE Academy to safeguard members of our school community online in accordance with statutory guidance and best practice. Schools should be aware of the legislative framework under which this Online Safety Policy template and guidance has been produced as outlined in the attached 'Legislation' Appendix.

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

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

## Policy development, monitoring and review

This Online Safety Policy has been developed by the *[insert group/committee name e.g., Online Safety Group]* made up of:

- *Headteacher/senior leaders*
- *Online safety lead*
- *Staff – including teachers/support staff/technical staff*
- *Digital Leaders*
- *Governors*
- *Parents and carers*

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

## Schedule for development, monitoring and review

This Online Safety Policy was approved by the <i>school governing body</i> on:	<i>November 2022</i>
The implementation of this Online Safety Policy will be monitored by:	<i>Natalie Snowdon</i>
Monitoring will take place at regular intervals:	<i>Annually</i>
The <i>governing body</i> will receive a report on the implementation of the Online Safety Policy generated by the monitoring group (which will include anonymous details of online safety incidents) at regular intervals:	<i>Half Termly</i>
The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new technological developments, new threats to online safety or incidents that have taken place. The next anticipated review date will be:	<i>July 2023</i>
Should serious online safety incidents take place, the following external persons/agencies should be informed:	<i>Bengeworth Trust CEO – David Coache</i>  <i>Safeguarding Team - Worcestershire Children's First</i>  <i>Police</i>

## Process for monitoring the impact of the Online Safety Policy

The school will monitor the impact of the policy using:

- *logs of reported incidents through CPOMs*
- *monitoring logs of internet activity (including sites visited)*
- *internal monitoring data for network activity*
- *surveys/questionnaires of:*
  - *learners*
  - *parents and carers*
  - *staff*

# Policy and leadership

## Responsibilities

To ensure the online safeguarding of members of our school community it is important that all members of that community work together to develop safe and responsible online behaviours, learning from each other and from good practice elsewhere, reporting inappropriate online behaviours, concerns, and misuse as soon as these become apparent. While this will be a team effort, the following sections outline the online safety roles and responsibilities of individuals<sup>1</sup> and groups within the school.

Responsibility	Member of the Organisation
Headteacher	Hayley Potter
Designated Safeguarding Lead	Kirsty Shaw
Online Safety Lead	Natalie Snowdon
Online Safety Governor	Edward Fair
Network manager / other technical support	D & D Network Services LTD

### Headteacher and senior leaders

- The headteacher has a duty of care for ensuring the safety (including online safety) of members of the school community and fostering a culture of safeguarding, though the day-to-day responsibility for online safety may be delegated to the Online Safety Lead.
- The headteacher and (at least) another member of the senior leadership team should be aware of the procedures to be followed in the event of a serious online safety allegation being made against a member of staff<sup>2</sup>.
- The headteacher/senior leaders are responsible for ensuring that the Online Safety Lead, technical staff, and other relevant staff carry out their responsibilities effectively and receive suitable training to enable them to carry out their roles and train other colleagues, as relevant.

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<sup>1</sup> In a small school some of the roles described may be combined, though it is important to ensure that there is sufficient 'separation of responsibility' should this be the case.

<sup>2</sup> See flow chart on dealing with online safety incidents in 'Responding to incidents of misuse' and relevant local authority/MAT/ HR/other relevant body disciplinary procedures.

- The headteacher/senior leaders will ensure that there is a system in place to allow for monitoring and support of those in school who carry out the internal online safety monitoring role.
- The headteacher/senior leaders will receive regular monitoring reports from the Online Safety Lead.

## **Governors**

The DfE guidance “Keeping Children Safe in Education” states:

“Governing bodies and proprietors should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare .... this includes ... online safety”

Governors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy using UKCIS document “Online Safety in Schools and Colleges – questions from the Governing Body”.

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

- regular meetings with the Online Safety Lead
- regularly receiving (collated and anonymised) reports of online safety incidents
- checking that provision outlined in the Online Safety Policy (e.g. online safety education provision and staff training is taking place as intended)
- reporting to relevant *governors group/meeting*
- *membership of the school Digital Leaders*
- *occasional review of the filtering change control logs and the monitoring of filtering logs (where possible)*

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

## **Online Safety Lead**

The Online Safety Lead will:

- monitor and support the Digital Leaders lead by Charlotte Haynes.
- work closely on a day-to-day basis with the Designated Safeguarding Lead (DSL), where these roles are not combined
- take day-to-day responsibility for online safety issues, being aware of the potential for serious child protection concerns
- have a leading role in establishing and reviewing the school online safety policies/documents
- promote an awareness of and commitment to online safety education / awareness raising across the school and beyond
- liaise with curriculum leaders to ensure that the online safety curriculum is planned, mapped, embedded and evaluated

- ensure that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place and the need to immediately report those incidents
- receive reports of online safety incidents<sup>3</sup> and create a log of incidents to inform future online safety developments
- provide (or identify sources of) training and advice for staff/governors/parents/carers/learners
- liaise with (school/local authority/MAT/external provider) technical staff, pastoral staff and support staff (as relevant)
- meet regularly with the online safety governor to discuss current issues, review (anonymised) incidents and if possible, filtering and monitoring logs
- attend relevant governing body meetings/groups
- report regularly to headteacher/senior leadership team.
- liaises with the local authority/MAT/relevant body.

### **Designated Safeguarding Lead (DSL)**

The DfE guidance “Keeping Children Safe in Education” states:

“The designated safeguarding lead should take lead responsibility for safeguarding and child protection (**including online safety**). This should be explicit in the role holder’s job description.” ... Training should provide designated safeguarding leads with a good understanding of their own role, ... so they ... are able to understand the unique risks associated with **online safety** and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.”

The Designated Safeguarding Lead should be trained in online safety issues and be aware of the potential for serious safeguarding issues to arise from:

- sharing of personal data <sup>4</sup>
- access to illegal/inappropriate materials
- inappropriate online contact with adults/strangers
- potential or actual incidents of grooming
- online bullying.

### **Curriculum Leads**

Curriculum Leads will work with the Online Safety Lead to develop a planned and coordinated online safety education programme e.g. [ProjectEVOLVE](#) .

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<sup>3</sup> [The school will need to decide how these incidents will be dealt with and whether the investigation/action will be the responsibility of the online safety lead or another member of staff, e.g. headteacher / senior leader / Designated Safeguarding Lead / class teacher / head of year, etc.](#)

<sup>4</sup> See ‘Personal data policy’ in the Appendix.

This will be provided through:

- a discrete programme
- PHSE and SRE programmes
- A mapped cross-curricular programme
- assemblies and pastoral programmes
- through relevant national initiatives and opportunities e.g. [Safer Internet Day](#) and [Anti-bullying week](#).

### **Teaching and support staff**

School staff are responsible for ensuring that:

- they have an awareness of current online safety matters/trends and of the current school Online Safety Policy and practices
- they understand that online safety is a core part of safeguarding
- they have attended CEOP training with the Online Safety Lead
- they have read, understood, and signed the staff acceptable use agreement (AUA)
- they immediately report any suspected misuse or problem to (*Natalie Snowden*) for investigation/action, in line with the school safeguarding procedures
- all digital communications with learners and parents/carers should be on a professional level and only carried out using official school systems
- online safety issues are embedded in all aspects of the curriculum and other activities
- ensure learners understand and follow the Online Safety Policy and acceptable use agreements, have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations
- they supervise and monitor the use of digital technologies, mobile devices, cameras, etc., in lessons and other school activities (where allowed) and implement current policies regarding these devices
- in lessons where internet use is pre-planned learners should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches
- where lessons take place using live-streaming or video-conferencing, staff must have full regard to national safeguarding guidance and local safeguarding policies and should take note of the guidance contained in the [SWGfL Safe Remote Learning Resource](#)
- have a zero-tolerance approach to incidents of online-bullying, sexual harassment, discrimination, hatred etc
- they model safe, responsible, and professional online behaviours in their own use of technology, including out of school and in their use of social media.

### **Technical Staff**

D&D Technologies are responsible for ensuring that:

- they are aware of and follow the school Online Safety Policy and Technical Security Policy to carry out their work effectively in line with school policy

- the school technical infrastructure is secure and is not open to misuse or malicious attack
- the school meets (as a minimum) the required online safety technical requirements as identified by the local authority/MAT or other relevant body
- there is clear, safe, and managed control of user access to networks and devices
- they keep up to date with online safety technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- the use of technology is regularly and effectively monitored in order that any misuse/attempted misuse can be reported to Natalie Snowden for investigation and action
- the filtering policy is applied and updated on a regular basis and its implementation is not the sole responsibility of any single person
- monitoring software/systems are implemented and regularly updated as agreed in school policies

### **Learners**

- are responsible for using the school digital technology systems in accordance with the learner acceptable use agreement and Online Safety Policy
- should understand the importance of reporting abuse, misuse or access to inappropriate materials and know how to do so
- should know what to do if they or someone they know feels vulnerable when using online technology
- should understand the importance of adopting good online safety practice when using digital technologies out of school and realise that the school's Online Safety Policy covers their actions out of school, if related to their membership of the school.

### **Parents and carers**

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

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

Parents and carers will be encouraged to support the school in:

- reinforcing the online safety messages provided to learners in school
- the use of their children's personal devices in the school (where this is allowed)
- Logging concerns outside of school using the Whisper Tool

## **Online Safety Group**

The Online Safety Group has the following members:

- Online Safety Lead
- Designated Safeguarding Lead
- Online Safety Governor
- Technical staff
- Computing Lead
- Digital leaders
- Learners
- Parents/carers

Members of the Online Safety Group (Charlotte Haynes) will assist the Online Safety Lead (Natalie Snowden) with:

- the production/review/monitoring of the school Online Safety Policy/documents
- the production/review/monitoring of the school filtering policy (if possible and if the school chooses to have one) and requests for filtering changes
- mapping and reviewing the online safety education provision – ensuring relevance, breadth and progression and coverage
- reviewing network/filtering/monitoring/incident logs, where possible
- encouraging the contribution of learners to staff awareness, emerging trends and the school online safety provision
- consulting stakeholders – including staff/parents/carers about the online safety provision
- monitoring improvement actions identified through use of the 360-degree safe self-review tool.

An Online Safety Group terms of reference template can be found in the appendices.

## **Professional Standards**

There is an expectation that required professional standards will be applied to online safety as in other aspects of school life i.e., policies and protocols are in place for the use of online communication technology between the staff and other members of the school and wider community, using officially sanctioned school mechanisms.

## **Policy**

### **Online Safety Policy**

The DfE guidance “Keeping Children Safe in Education” states:

**“Online safety** and the school or college’s approach to it should be reflected in the child protection policy”

The school Online Safety Policy:

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

## Acceptable use

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

### Acceptable use agreements

The Online Safety Policy and acceptable use agreements define acceptable use at the school. The acceptable use agreements will be communicated/re-enforced through:

- learner handbook
- staff induction and handbook
- posters/notices around where technology is used
- communication with parents/carers
- built into education sessions
- school website community:

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
Users shall not access online content (including apps, games, sites) to make, post, download, upload,	<b>Any illegal activity for example:</b> <ul style="list-style-type: none"> <li>• Child sexual abuse imagery*</li> <li>• Child sexual abuse/exploitation/grooming</li> <li>• Terrorism</li> <li>• Encouraging or assisting suicide</li> </ul>					X

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	<ul style="list-style-type: none"> <li>Offences relating to sexual images i.e., revenge and extreme pornography</li> <li>Incitement to and threats of violence</li> <li>Hate crime</li> <li>Public order offences - harassment and stalking</li> <li>Drug-related offences</li> <li>Weapons / firearms offences</li> <li>Fraud and financial crime including money laundering</li> </ul> <p>N.B. Schools should refer to guidance about dealing with self-generated images/sexting – <a href="#">UKSIC Responding to and managing sexting incidents</a> and <a href="#">UKCIS – Sexting in schools and colleges</a></p>					
Users shall not undertake activities that might be classed as cyber-crime under the Computer Misuse Act (1990)	<ul style="list-style-type: none"> <li>Using another individual's username or ID and password to access data, a program, or parts of a system that the user is not authorised to access (even if the initial access is authorised)</li> <li>Gaining unauthorised access to school networks, data and files, through the use of computers/devices</li> <li>Creating or propagating computer viruses or other harmful files</li> <li>Revealing or publicising confidential or proprietary information (e.g., financial / personal information, databases, computer / network access codes and passwords)</li> <li>Disable/Impair/Disrupt network functionality through the use of computers/devices</li> <li>Using penetration testing equipment (without relevant permission)</li> </ul> <p>N.B. Schools will need to decide whether these should be dealt with internally or by the police. Serious or repeat offences should be reported to the police. Under the Cyber-Prevent agenda the National Crime Agency has a remit to prevent learners becoming involved in cyber-crime and harness their activity in positive ways – further information <a href="#">here</a></p>					X
Users shall not undertake activities that are not illegal but are classed as	Accessing inappropriate material/activities online in a school setting including pornography, gambling, drugs. (Informed by the school's filtering practices and/or AUAs)			X	X	
	Promotion of any kind of discrimination				X	

User actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Unacceptable and illegal
unacceptable in school policies:	Using school systems to run a private business				X	
	Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the school				X	
	Infringing copyright				X	
	Unfair usage (downloading/uploading large files that hinders others in their use of the internet)			X	X	
	Any other information which may be offensive to others or breaches the integrity of the ethos of the school or brings the school into disrepute				X	

<p>Consideration should be given for the following activities when undertaken for non-educational purposes:</p> <p>Schools may wish to add further activities to this list.</p>	Staff and other adults				Learners			
	Not allowed	Allowed	Allowed at certain times	Allowed for selected staff	Not allowed	Allowed	Allowed at certain times	Allowed with staff permission/awareness
Online gaming		X			X			
Online shopping/commerce		X			X			
File sharing		X				X		

Social media		X			X			
Messaging/chat		X				X		
Entertainment streaming e.g. Netflix, Disney+		X				X		
Use of video broadcasting, e.g. YouTube, Twitch, TikTok	X				X			
Mobile phones may be brought to school		X			X			
Use of mobile phones for learning at school	X				X			
Use of mobile phones in social time at school		X			X			
Taking photos on mobile phones/cameras	X				X			
Use of other personal devices, e.g. tablets, gaming devices	X							X
Use of personal e-mail in school, or on school network/wi-fi		X			X			
Use of school e-mail for personal e-mails	X				X			

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

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

## **Reporting and responding**

Following the 2021 Ofsted “Review of Sexual Abuse in Schools and Colleges” Ofsted suggested:

*“School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people. ...In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:*

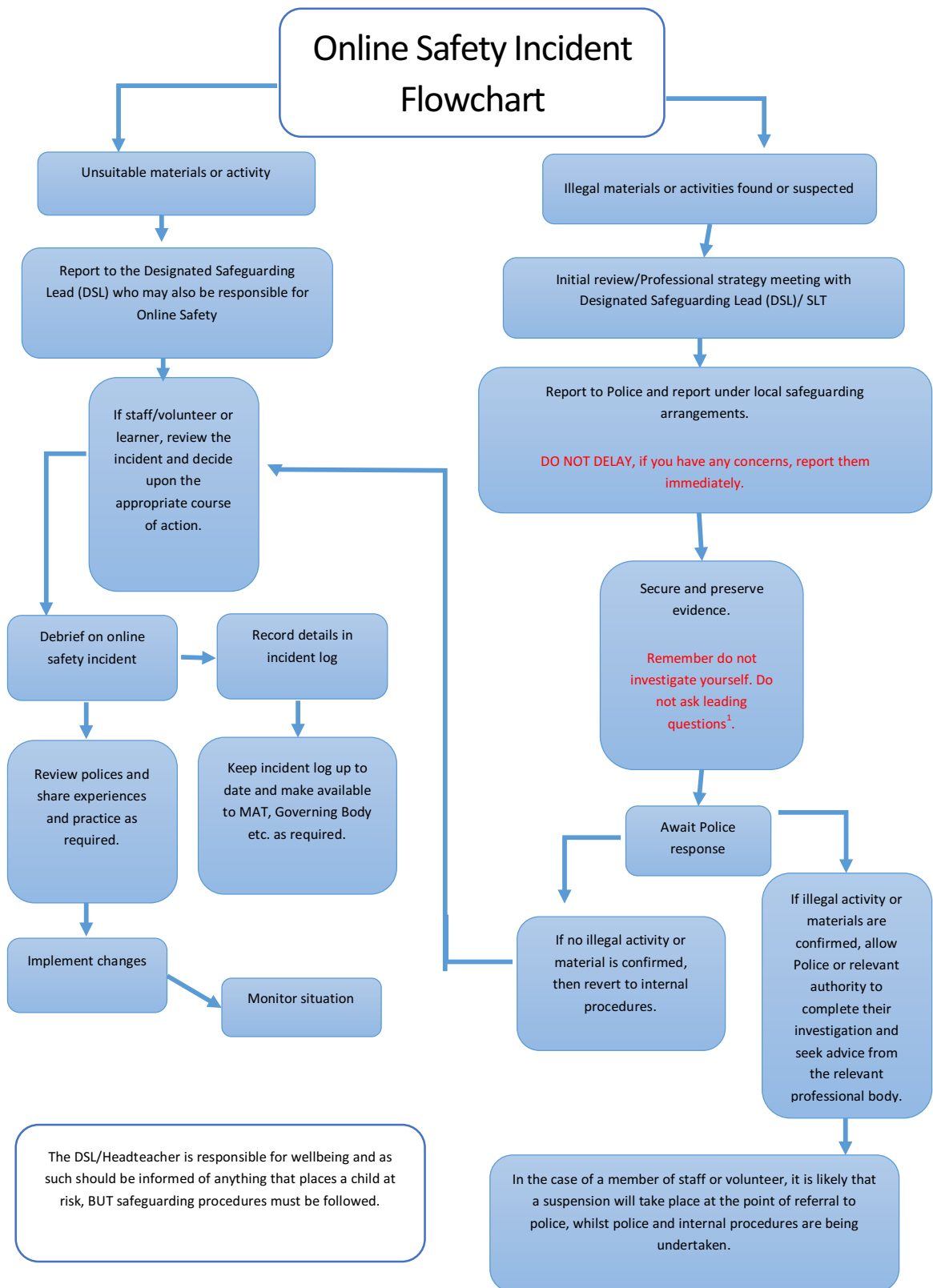
- *routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse”*

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

- **there are clear reporting routes which are understood and followed by all members of the school community which are consistent with the school safeguarding procedures, and with the whistleblowing, complaints and managing allegations policies.**
- **all members of the school community will be made aware of the need to report online safety issues/incidents**
- **reports will be dealt with as soon as is practically possible once they are received**
- **the Designated Safeguarding Lead, Online Safety Lead and other responsible staff have appropriate skills and training to deal with online safety risks.**
- **if there is any suspicion that the incident involves any illegal activity or the potential for serious harm ([see flowchart and user actions chart in the appendix](#)), the incident must be escalated through the agreed school safeguarding procedures.**
- **any concern about staff misuse will be reported to the Headteacher, unless the concern involves the Headteacher, in which case the complaint is referred to the Chair of Governors and Bengeworth Trust CEO.**

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

The school will make the flowchart below available to staff to support the decision-making process for dealing with online safety incidents.



## School actions

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

## Responding to Learner Actions

Incidents	Refer to class teacher	Refer to DSL / Online Safety Lead	Refer to Headteacher	Refer to Police/Social Work	Refer to D & D technical support for advice/action	Inform parents/carers	Remove device/ network/internet access rights	Issue a warning, in line with behaviour policy
Deliberately accessing or trying to access material that could be considered illegal (see list in <a href="#">earlier section on User Actions</a> on unsuitable/inappropriate activities).		X	X	X	X	X	X	X
Attempting to access or accessing the school network, using another user's account (staff or learner) or allowing others to access school network by sharing username and passwords		X	X		X	X	X	X
Corrupting or destroying the data of other users.		X	X			X		X
Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature	X	X	X	X		X	X	X
Unauthorised downloading or uploading of files or use of file sharing.	X	X			X	X		X
Using proxy sites or other means to subvert the school's filtering system.		X	X	X	X	X	X	X

Accidentally accessing offensive or pornographic material and failing to report the incident.	X	X	X		X	X		X
Deliberately accessing or trying to access offensive or pornographic material.	X	X	X	X	X	X	X	X
Receipt or transmission of material that infringes the copyright of another person or infringes the Data Protection Act.	X	X				X		X
Unauthorised use of digital devices (including taking images)	X	X				X		X
Unauthorised use of online services	X	X				X		X
Actions which could bring the school into disrepute or breach the integrity or the ethos of the school.	X	X	X			X		X
Continued infringements of the above, following previous warnings or sanctions.	X	X	X			X	X	X

## Responding to Staff Actions

Incidents	Refer to line manager	Refer to Headteacher	Refer to MAT/HR	Refer to Police	Refer to D & D Technical Support Staff for action re filtering, etc.	Issue a warning	Suspension	Disciplinary action
Deliberately accessing or trying to access material that could be considered illegal (see list in earlier section on unsuitable / inappropriate activities)		X	X	X	X			X
Deliberate actions to breach data protection or network security rules.		X	X	X	X			X
Deliberately accessing or trying to access offensive or pornographic material		X	X	X	X			X
Corrupting or destroying the data of other users or causing deliberate damage to hardware or software		X			X			X
Using proxy sites or other means to subvert the school's filtering system.		X	X	X	X			X
Unauthorised downloading or uploading of files or file sharing	X	X			X	X		
Breaching copyright or licensing regulations.	X	X				X		
Allowing others to access school network by sharing username and passwords or attempting to access or accessing the school network, using another person's account.		X			X	X		
Sending an e-mail, text or message that is regarded as offensive, harassment or of a bullying nature		X	X					X

Using personal e-mail/social networking/messaging to carry out digital communications with learners and parents/carers	X	X				X		
Inappropriate personal use of the digital technologies e.g. social media / personal e-mail	X	X				X		
Careless use of personal data, e.g. displaying, holding or transferring data in an insecure manner	X	X				X		
Actions which could compromise the staff member's professional standing		X	X					X
Actions which could bring the school into disrepute or breach the integrity or the ethos of the school.		X	X					X
Failing to report incidents whether caused by deliberate or accidental actions		X	X			X		
Continued infringements of the above, following previous warnings or sanctions.		X	X					X

## Online Safety Education Programme

The education of learners in online safety is an essential part of the school's online safety provision. Learners need the help and support of the school to recognise and avoid online safety risks and develop their resilience.

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

- A planned online safety curriculum for all year groups matched against a nationally agreed framework e.g. Education for a Connected Work Framework by UKCIS/DCMS and regularly taught in a variety of contexts.
- Lessons are matched to need; are age-related and build on prior learning
- Lessons are context-relevant with agreed objectives leading to clear and evidenced outcomes
- Learner need and progress are addressed through effective planning and assessment
- Digital competency is planned and effectively threaded through the appropriate digital pillars in other curriculum areas e.g. PHSE; RSE; Computing etc

- it incorporates/makes use of relevant national initiatives and opportunities e.g. [Safer Internet Day](#) and [Anti-bullying week](#)
- the programme will be accessible to learners at different ages and abilities such as those with additional learning needs or those with English as an additional language.
- *learners should be helped to understand the need for the learner acceptable use agreement and encouraged to adopt safe and responsible use both within and outside school*
- *staff should act as good role models in their use of digital technologies the internet and mobile devices*
- *in lessons where internet use is pre-planned, it is best practice that learners should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches*
- *where learners are allowed to freely search the internet, staff should be vigilant in supervising the learners and monitoring the content of the websites the young people visit*
- *it is accepted that from time to time, for good educational reasons, students may need to research topics, (e.g. racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff should be able to request the temporary removal of those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need*
- the online safety education programme should be relevant and up to date to ensure the quality of learning and outcomes.

## **Contribution of Learners**

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

- *mechanisms to canvass learner feedback and opinion.*
- *appointment of digital leaders/mental health ambassadors/pupil parliament*
- *the Online Safety Group has learner representation*
- *learners contribute to the online safety education programme e.g. peer education, digital leaders leading lessons for younger learners, online safety campaigns*
- *learners designing/updating acceptable use agreements*
- *contributing to online safety events with the wider school community e.g. parents' evenings, family learning programmes etc.*

## **Staff**

The DfE guidance "Keeping Children Safe in Education" states:

"All staff should receive appropriate safeguarding and child protection training (**including online safety**) at induction. The training should be **regularly updated**. In addition, all staff

should receive safeguarding and child protection (**including online safety**) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.”

“Governing bodies and proprietors should ensure... that safeguarding training for staff, **including online safety** training, is integrated, aligned and considered as part of the whole school or college safeguarding approach and wider staff training and curriculum planning.”

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

- **CEOP Training and Cyber Security training will be made available to all staff. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out regularly.**
- **the training will be an integral part of the school’s annual safeguarding and data protection training for all staff**
- **all new staff will receive online safety training as part of their induction programme, ensuring that they fully understand the school online safety policy and acceptable use agreements. It includes explicit reference to classroom management, professional conduct, online reputation and the need to model positive online behaviours**
- *the Online Safety Lead and Designated Safeguarding Lead will receive regular updates through attendance at external training events, (e.g. UKSIC / SWGfL / CEOP / NSPCC) and by reviewing guidance documents released by relevant organisations*
- *this Online Safety Policy and its updates will be presented to and discussed by staff in staff/team meetings/INSET days*
- *the Online Safety Lead will provide advice/guidance/training to individuals as required.*

## **Governors**

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

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

The Online Safety Governor will participate in the CEOP training provided by the Online Safety Lead.

## **Families**

The school will seek to provide information and awareness to parents and carers through: regular communication, awareness-raising and engagement on online safety issues, curriculum activities and reporting routes

- regular opportunities for engagement with parents/carers on online safety issues through awareness workshops / parent/carer evenings etc
- the learners – who are encouraged to pass on to parents the online safety messages they have learned in lessons and by learners leading sessions at parent/carer evenings.
- letters, newsletters, website, learning platform,
- high profile events / campaigns e.g. [Safer Internet Day](#)
- reference to the relevant web sites/publications, e.g. CEOP; [SWGfL](#); [www.saferinternet.org.uk/](http://www.saferinternet.org.uk/); [www.childnet.com/parents-and-carers](http://www.childnet.com/parents-and-carers) (see Appendix for further links/resources).
- Sharing good practice with other schools in clusters and the MAT

## **Adults and Agencies**

The school will provide opportunities for local community groups and members of the wider community to gain from the school's online safety knowledge and experience. This may be offered through the following:

- online safety messages targeted towards families and relatives.
- *providing family learning courses in use of digital technologies and online safety*
- *the school will provide online safety information via their website and social media for the wider community*
- *supporting community groups, e.g. early years settings, childminders, youth/sports/voluntary groups to enhance their online safety provision*

## **Technology**

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

## **Filtering**

- the school filtering policies are agreed by senior leaders and technical staff and are regularly reviewed and updated in response to changes in technology and patterns of online safety incidents/behaviours
- the school manages access to content across its systems for all users. The filtering provided meets the standards defined in the UK Safer Internet Centre [Appropriate filtering](#).
- access to online content and services is managed for all users
- illegal content (e.g., child sexual abuse images) is filtered by the broadband or filtering provider by actively employing the Internet Watch Foundation CAIC list and the police

assessed list of unlawful terrorist content, produced on behalf of the Home Office. Content lists are regularly updated

- there are established and effective routes for users to report inappropriate content
- there is a clear process in place to deal with requests for filtering changes
- *the school has (if possible) provided enhanced/differentiated user-level filtering (allowing different filtering levels for different abilities/ages/stages and different groups of users: staff/learners, etc.)*
- *younger learners will use child friendly/age-appropriate search engines e.g. [SWGfL Swiggle](#)*
- filtering logs are regularly reviewed and alert the school to breaches of the filtering policy, which are then acted upon.
- *where personal mobile devices have internet access through the school network, content is managed in ways that are consistent with school policy and practice.*
- *access to content through non-browser services (e.g. apps and other mobile technologies) is managed in ways that are consistent with school policy and practice.*

If necessary, the school will seek advice from, and report issues to, the SWGfL [Report Harmful Content](#) site.

## **Monitoring**

The school has monitoring systems in place to protect the school, systems and users:

- The school monitors all network use across all its devices and services.
- An appropriate monitoring strategy for all users has been agreed and users are aware that the network is monitored. There is a staff lead responsible for managing the monitoring strategy and processes.
- There are effective protocols in place to report abuse/misuse. There is a clear process for prioritising response to alerts that require rapid safeguarding intervention. Management of serious safeguarding alerts is consistent with safeguarding policy and practice
- Technical monitoring systems are up to date and managed and logs/alerts are regularly reviewed and acted upon.

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

- physical monitoring (adult supervision in the classroom)
- internet use is logged, regularly monitored and reviewed
- filtering logs are regularly analysed and breaches are reported to senior leaders
- *pro-active alerts inform the school of breaches to the filtering policy, allowing effective intervention.*

- *where possible, school technical staff regularly monitor and record the activity of users on the school technical systems*
- *use of a third-party assisted monitoring service to review monitoring logs and report issues to school monitoring lead(s)*

## **Technical Security**

The school technical systems will be managed in ways that ensure that the school meets recommended technical requirements ([refer to MAT guidance](#)):

- there will be regular reviews and audits of the safety and security of school technical systems
- servers, wireless systems and cabling are securely located and physical access restricted
- there are rigorous and verified back-up routines, including the keeping of network-separated (air-gapped) copies off-site or in the cloud, ([this is provided by D&D to prevent loss of data from ransomware attacks](#))
- **all users have clearly defined access rights to school technical systems and devices. Details of the access rights available to groups of users will be recorded by the Network Manager (or other person) and will be reviewed, at least annually, by the Online Safety Group**
- **all users (adults and learners) have responsibility for the security of their username and password and must not allow other users to access the systems using their log on details. Users must immediately report any suspicion or evidence that there has been a breach of security**
- **all school networks and system will be protected by secure passwords. Passwords must not be shared with anyone. All users will be provided with a username and password by D&D technician who will keep an up-to-date record of users and their usernames**
- **the master account passwords for the school systems are kept in a secure place, e.g. school safe**
- **passwords should be long and contain a mixture of upper and lower case letters, numbers and special characters.**
- records of learner usernames and passwords for learners in Key Stage 1 or younger can be kept in an electronic or paper-based form, but they must be securely kept when not required by the user.
- password requirements for learners at Key Stage 2 and above should increase as learners progress through school
- **D&D are responsible for ensuring that all software purchased by and used by the school is adequately licenced and that the latest software updates (patches) are applied.**
- an appropriate system is in place for users to report any actual/potential technical incident/security breach to the relevant person, as agreed)
- appropriate security measures are in place to protect the servers, firewalls, routers, wireless systems and devices from accidental or malicious attempts which might threaten the security of the school systems and data. These are tested regularly. The school infrastructure and individual workstations are protected by up-to-date endpoint (anti-virus) software.

- an agreed policy is in place for the provision of temporary access of ‘guests’, (e.g., trainee teachers, supply teachers, visitors) onto the school systems
- an agreed policy is in place regarding the extent of personal use that users (staff / learners / community users) and their family members are allowed on school devices that may be used out of school
- an agreed policy is in place that allows staff to/forbids staff from downloading executable files and installing programmes on school devices
- an agreed policy is in place regarding the use of removable media (e.g., memory sticks/CDs/DVDs) by users on school devices.
- systems are in place that prevent the unauthorised sharing of personal data unless safely encrypted or otherwise secured.

## **Mobile technologies**

The DfE guidance “Keeping Children Safe in Education” states:

*“The school or college should have a clear policy on the use of mobile and smart technology. Amongst other things this will reflect the fact many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect this in their mobile and smart technology policy and their child protection policy.*

Mobile technology devices may be school owned/provided or personally owned and might include smartphone, tablet, wearable devices, notebook/laptop or other technology that usually has the capability of utilising the school’s wireless network. The device then has access to the wider internet which may include the school learning platform Seesaw and other cloud-based services such as e-mail and data storage.

All users should understand that the primary purpose of the use of mobile/personal devices in a school context is educational. The mobile technologies policy should be consistent with and inter-related to other relevant school policies including but not limited to those for safeguarding, behaviour, anti-bullying, acceptable use, and policies around theft or malicious damage. Teaching about the safe and appropriate use of mobile technologies should be an integral part of the school’s online safety education programme.

In preparing a mobile technologies policy the school should consider possible issues and risks. These may include:

- security risks in allowing connections to your school network
- filtering of personal devices
- breakages and insurance

- access to devices for all learners
- avoiding potential classroom distraction
- network connection speeds, types of devices
- charging facilities
- total cost of ownership.

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

The school allows:

	School devices			Personal devices		
	School owned for individual use	School owned for multiple users	Authorised device <sup>5</sup>	Student owned	Staff owned	Visitor owned
Allowed in school	Yes	Yes	Yes	Yes	Yes	Yes
Full network access	Yes	Yes	Yes	No	No	No
Internet only				Yes	Yes	Yes
No network access						

School owned/provided devices:

- *to whom they will be allocated*
- *where, when and how their use is allowed – times/places/in/out of school*
- *if personal use is allowed*
- *levels of access to networks/internet (as above)*
- *management of devices/installation of apps/changing of settings/monitoring*
- *network/broadband capacity*
- *technical support*
- *filtering of devices*
- *access to cloud services*
- *use on trips/events away from school*
- *data protection*
- *taking/storage/use of images*

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<sup>5</sup> Authorised device – purchased by the learner/family through a school-organised scheme. This device may be given full access to the network as if it were owned by the school.

- *exit processes, what happens to devices/software/apps/stored data if user leaves the school*
- *liability for damage*
- *staff training.*

## Personal devices

- *which users are allowed to use personal mobile devices in school (staff/learners/visitors)*
- *restrictions on where, when and how they may be used in school*
- *if used in support of learning, how staff will plan their lessons around the potential variety of device models and different operating systems*
- *storage*
- *whether staff will be allowed to use personal devices for school business*
- *levels of access to networks/internet*
- *network/broadband capacity*
- *technical support*
- *filtering of the internet connection to these devices and monitoring the access*
- *management of software licences for personally owned devices.*
- *data protection*
- *taking/storage/use of images*
- *liability for loss/damage or malfunction following access to the network (likely to be a disclaimer about school responsibility)*
- *identification/labelling of personal devices*
- *how visitors will be informed about school requirements*
- *how education about the safe and responsible use of mobile devices is included in the school online safety education programmes*
- *how misuse will be dealt with*

## Social media

Expectations for teachers' professional conduct are set out in the DfE Teachers Standards but all adults working with children and young people must understand that the nature and responsibilities of their work place them in a position of trust and that their conduct should reflect this.

All schools and local authorities have a duty of care to provide a safe learning environment for learners and staff. Schools could be held responsible, indirectly for acts of their employees in the course of their employment. Staff members who harass, bully online, discriminate on the grounds of sex, race, or disability or who defame a third party may render the school liable to the injured party. Reasonable steps to prevent predictable harm must be in place.

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

- ensuring that personal information is not published

- education/training being provided including acceptable use, age restrictions, social media risks, digital and video images policy, checking of settings, data protection and reporting issues
- clear reporting guidance, including responsibilities, procedures and sanctions
- risk assessment, including legal risk
- guidance for learners, parents/carers

School staff should ensure that:

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

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

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

### Personal use

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

### Monitoring of public social media

- As part of active social media engagement, the school may pro-actively monitor the Internet for public postings about the school
- the school should effectively respond to social media comments made by others according to a defined policy or process

- when parents/carers express concerns about the school on social media we will urge them to make direct contact with the school, in private, to resolve the matter. Where this cannot be resolved, parents/carers should be informed of the school complaints procedure.

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

## **Digital and video images**

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

- **the school may use live-streaming or video-conferencing services in line with national and local safeguarding guidance / policies.**
- **when using digital images, staff will inform and educate learners about the risks associated with the taking, use, sharing, publication and distribution of images.**
- **staff/volunteers must be aware of those learners whose images must not be taken/published. Those images should only be taken on school devices. When authorised by the headteacher identified staff members may use personal devices to take photographs and videos of pupils e.g. residential visits. Once the photographs have been saved in the appropriate folder on the school system photographs MUST be deleted.**
- in accordance with [guidance from the Information Commissioner's Office](#), parents/carers are welcome to take videos and digital images of their children at school events for their own personal use (as such use is not covered by the Data Protection Act). To respect everyone's privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other *learners* in the digital/video images. **Parents/Carers will be reminded of this by the organiser during school events.**
- *staff and volunteers are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, storage, distribution and publication of those images*
- *care should be taken when sharing digital/video images that learners are appropriately dressed*
- *learners must not take, use, share, publish or distribute images of others without their permission*
- *photographs published on the website, or elsewhere that include learners will be selected carefully and will comply with Online Safety Policy*
- **learners' full names will not be used anywhere on a website or blog, particularly in association with photographs**

- On entry to the school and induction written permission from parents or carers will be obtained before photographs of learners are taken for use in school or published on the school website/social media.
- parents/carers will be informed of the purposes for the use of images, how they will be stored and for how long – in line with the school data protection policy
- images will be securely stored in line with the school retention policy
- *learners' work can only be published with the permission of the learner and parents/carers.*

## **Online Publishing**

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

- Public-facing website
- Social media
- Online newsletters

The school website is managed/hosted by **e4education**. The school ensures that online safety policy has been followed in the use of online publishing e.g., use of digital and video images, copyright, identification of young people, publication of school calendars and personal information – ensuring that there is least risk to members of the school community, through such publications.

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

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

*The website includes an online reporting process for parents and the wider community to register issues and concerns to complement the internal reporting process*

## **Data Protection**

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

The school:

- **has a Data Protection Policy.**
- **implements the data protection principles and can demonstrate that it does so**
- **has paid the appropriate fee to the Information Commissioner's Office (ICO)**
- **has appointed an appropriate Data Protection Officer (DPO) who has effective understanding of data protection law and is free from any conflict of interest.**

- has a 'Record of Processing Activities' in place and knows exactly what personal data is held, where, why and which member of staff has responsibility for managing it
- the Record of Processing Activities lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis is listed
- has an 'information asset register' in place and knows exactly [what personal data is held](#), where, why and which member of staff has responsibility for managing it
- information asset register lists the lawful basis for processing personal data (including, where relevant, consent). Where special category data is processed, an additional lawful basis will have also been listed
- will hold the minimum personal data necessary to enable it to perform its function and will not hold it for longer than necessary for the purposes it was collected for. The school 'retention schedule' supports this
- data held is accurate and up to date and is held only for the purpose it was held for. Systems are in place to identify inaccuracies, such as asking parents to check emergency contact details at suitable intervals
- provides staff, parents, volunteers, teenagers, and older children with information about how the school looks after their data and what their rights are in a clear Privacy Notice (see Privacy Notice section in the appendix)
- has procedures in place to deal with the individual rights of the data subject
- carries out Data Protection Impact Assessments (DPIA) where necessary e.g. to ensure protection of personal data when accessed using any remote access solutions, or entering into a relationship with a new supplier
- has undertaken appropriate due diligence and has data protection compliant contracts in place with any data processors
- understands how to share data lawfully and safely with other relevant data controllers.
- has clear and understood policies and routines for the deletion and disposal of data
- [reports any relevant breaches to the Information Commissioner](#) within 72hrs of becoming aware of the breach as required by law. It also reports relevant breaches to the individuals affected as required by law. In order to do this, it has a policy for reporting, logging, managing, investigating and learning from information risk incidents
- has a Freedom of Information Policy which sets out how it will deal with FOI requests
- provides data protection training for all staff at induction and appropriate refresher training thereafter. Staff undertaking particular data protection functions, such as handling requests under the individual's rights, will receive training appropriate for their function as well as the core training provided to all staff

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

- data will be encrypted, and password protected.

- device will be password protected.
- device will be protected by up-to-date endpoint (anti-virus) software
- data will be securely deleted from the device, in line with school policy (below) once it has been transferred or its use is complete.

**Staff must ensure that they: at all times take care to ensure the safe keeping of personal data, minimising the risk of its loss or misuse**

- can recognise a possible breach, understand the need for urgency and know who to report it to within the school
- can help data subjects understand their rights and know how to handle a request whether verbal or written and know who to pass it to in the school
- only use encrypted data storage for personal data
- will not transfer any school personal data to personal devices.
- use personal data only on secure password protected computers and other devices, ensuring that they are properly “logged-off” at the end of any session in which they are using personal data
- transfer data using encryption, a secure email account (where appropriate), and secure password protected devices.

## **Outcomes**

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

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

### Key Stage 1 Acceptable Use Policy

This is how we stay safe when we use computers:

- I will ask an adult if I want to use the computer
- I will only use activities if an adult says it is OK.
- I will take care of the computer and other equipment
- I will ask for help from an adult if I am not sure what to do or if I think I have done something wrong.
- I will turn off the monitor and tell an adult if I see something that upsets me on the screen.
- I know that if I break the rules I might not be allowed to use a computer.

I understand these computer rules and will do my best to keep them

My name:	
Signed (child):	
OR Parent's signature:	
Date:	

### Key Stage 2 Acceptable Use Policy

I understand that while I am a member of Bengeworth CE Academy I must use technology in a responsible way.

#### **For my own personal safety:**

- I understand that my use of technology (especially when I use the internet) will be supervised and monitored.
- I will keep my password safe and will not use anyone else's (even with their permission)
- I will keep my own personal information safe as well as that of others.
- I will tell a trusted adult if anything makes me feel uncomfortable or upset when I see it online.

#### **For the safety of others:**

- I will not interfere with the way that others use their technology.
- I will be polite and responsible when I communicate with others,
- I will not take or share images of anyone without their permission.

#### **For the safety of the academy:**

- I will not try to access anything illegal.
- I will not download anything that I do not have the right to use.
- I will only use my own personal device if I have permission and use it within the agreed rules.
- I will not deliberately bypass any systems designed to keep the academy safe.
- I will tell a responsible person if I find any damage or faults with technology, however this may have happened.
- I will not attempt to install programmes of any type on the devices belonging to the academy without permission.
- I will only use social networking, gaming and chat through the sites the academy allows

**I understand that I am responsible for my actions and the consequences. I have read and understood the above and agree to follow these guidelines:**

Name:	
Signed:	
Date:	

## Staff Acceptable Use Policy

By accepting use of a Bengeworth CE Academy MacBook & iPad I agree that I will:

- Keep the devices suitably protected at all times e.g. in a cover
- Report any accidental damage immediately to IT support
- Have due regard to, and comply with, the school's policy of Acceptable Use of Email and the Internet (Appendix 1)
- Return the devices at the end of my term of employment at Bengeworth CE Academy or during any periods of extended leave, e.g. maternity/paternity leave, long term illness, secondment etc
- Ensure that any apps downloaded are suitable and in line with the correct usage of email and the internet policy
- Ensure that the devices are kept securely at all times, in the classroom, around school, during transit and at home and accept that the cost of any avoidable accidental damage may be charged back to my faculty
- Set up a school Apple ID account using my school email address
- Take responsibility for any personal use by members of my family to ensure that it is appropriate and within the letter and spirit of school policies
- Take good care of the devices

MacBook Serial No: .....

iPad Serial No: .....

Teacher's Name: .....

I have read this agreement and fully understand that I need to adhere to all elements.

Signature: ..... Date:

## Teacher Agreement re the use of Facebook

### For the protection of yourself, your academy community and your establishment:

- Ensure that all your privacy settings are set to 'Friends Only'. Go to your Account Settings and make sure that the Custom Settings are highlighted and that these show that status, photos and posts are set to 'Friends Only'.
- Consider what information you have on your info page and your profile picture. Including brief information and an unidentifiable picture, e.g. sunset, will assist in making your profile indistinctive.
- Be careful what photographs you include on your profile. Once these are uploaded, they are very difficult to remove and, using image editing software, they can be altered and merged with other more distasteful images.
- If you have professional and social 'friends' on Facebook, using the group list feature will ensure that you can distinguish what type of information you send to particular groups.
- Do not accept pupils (even those that have recently left the academy), parents or carers as 'friends'.
- Do not use Facebook in any way that might bring your professional status or your academy into disrepute.
- Taking charge of your digital reputation is important, as unprofessional posts or images will lead to disciplinary action and possible failure to gain employment in the future.
- Do not post or upload photographs relating to colleagues, pupils or parents. Objection to such posts can cause friction in your academy and make your working environment uncomfortable.
- Do not post or upload photographs related to academy-based or extra-curricular activities and do not make specific reference to your academy in any post as comments may be misconstrued and result in inappropriate responses.
- Be aware of any spam or potential virus risks sent via rogue posts. It is advisable to check with anti-virus firms if you get any suspicious requests or posts.
- If you are alerted to any negative or unscrupulous information about yourself, colleagues or your academy on Facebook, inform your head teacher. Further advice to help with cyberbullying incidents etc. can be gained from [help@saferinternet.org.uk](mailto:help@saferinternet.org.uk) (0844 3814772) or a professional association such as your Trade Union.
- ***I understand the implications of using Facebook (and other social networking sites) for my own protection and professional reputation, as well as the impact that my use can have on my academy community and establishment.***
- ***I understand that injudicious use of social networking may lead to disciplinary action***
- ***I agree to take all possible precautions as outlined above.***

Name:	
Signed:	
Date:	

### **Parent/Carer Acceptable Use Policy**

Technology has transformed learning, entertainment and communication for individuals and for all organisations that work with young people. However, the use of technology can also bring risks. All users should have an entitlement to safe internet access at all times.

This Acceptable Use Agreement is intended to ensure that:

- young people will be responsible users and stay safe while using ICT (especially the internet).
- academy ICT systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- parents and carers are aware of the importance of e-safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The academy will try to ensure that pupils will have good access to ICT to enhance their learning and will, in return, expect them to agree to be responsible users.

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

Child's name	
Parent's name	
Parent's signature:	
Date:	

### Permission for my child to use the internet and electronic communication

As the parent / carer of the above pupil(s), I give permission for my son / daughter to have access to the internet and to ICT systems at academy.

I know that my son / daughter has signed an Acceptable Use Agreement and has received, or will receive, e-safety education to help them understand the importance of safe and responsible use of ICT – both in and out of academy.

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

I understand that my son's / daughter's activity on the ICT systems will be monitored and that the academy will contact me if they have concerns about any possible breaches of the Acceptable Use Agreement.

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

Parent's signature:	
Date:	

### Permission to use digital images (still and video) of my child

The use of digital images (still and video) plays an important part in learning activities. Pupils and members of staff may use the academy's digital cameras to record evidence of activities in lessons and out of academy. These images may then be used in presentations in subsequent lessons.

Images may also be used to celebrate success through their publication in newsletters, on the academy website and occasionally in the public media.

The academy will comply with the Data Protection Act and request parents / carers permission before taking images of members of the academy. The academy will also ensure that when images are published, the young people cannot be identified by name.

As the parent / carer of the above pupil, I agree to the academy taking and using digital images of my child(ren). I understand that the images will only be used to support learning activities or in publicity that reasonably celebrates success and promotes the work of the academy.

I agree that if I take digital or video images at academy events, which include images of children, I will abide by these guidelines in my use of these images.

Parent's signature:	
Date:	

**Permission to publish my child's work (including on the internet)**

It is our academy's policy, from time to time, to publish the work of pupils by way of celebration. This includes on the internet; via the academy website and in the academy's learning platform.

As the parent / carer of the above child I give my permission for this activity.

Parent's signature:	
Date:	

**Permission to for my child to participate in video-conferencing**

Videoconferencing technology is used by the academy in a range of ways to enhance learning – for example, by linking to an external "expert", or to an overseas partner academy. Video conferencing only takes place under teacher-supervision. Independent pupil use of video-conferencing is not allowed.

As the parent / carer of the above child I give my permission for this activity.

Parent's signature:	
Date:	

### Guidance for reviewing Internet sites

This guidance is intended for use when the academy needs to manage incidents that involve the use of online services. It encourages a safe and secure approach to the management of the incident. Incidents might typically include cyber-bullying, harassment, anti-social behaviour and deception. These may appear in emails, texts, social networking sites, messaging sites, gaming sites or blogs etc.

**Do not follow this procedure if you suspect that the web site(s) concerned may contain child abuse images. If this is the case please refer to the Flowchart for responding to online safety incidents and report immediately to the police. Please follow all steps in this procedure:**

- Have more than one senior member of staff / volunteer involved in this process. This is vital to protect individuals if accusations are subsequently reported.
- Conduct the procedure using a designated computer that will not be used by young people and if necessary can be taken off site by the police should the need arise. Use the same computer for the duration of the procedure.
- It is important to ensure that the relevant staff should have appropriate internet access to conduct the procedure, but also that the sites and content visited are closely monitored and recorded (to provide further protection).
- Record the URL of any site containing the alleged misuse and describe the nature of the content causing concern. *This will automatically be done for you if you are using Policy Central from Forensic Software or other monitoring software.* It may also be necessary to record and store screenshots of the content on the machine being used for investigation. These may be printed, signed and attached to the form (except in the case of images of child sexual abuse – see below)
- Once this has been completed and fully investigated the group will need to judge whether this concern has substance or not. If it does then appropriate action will be required and could include the following:
  - Internal response or discipline procedures
  - Involvement by Local Authority or national / local organisation (as relevant).
  - Police involvement and/or action
- If content being reviewed includes images of Child abuse then the monitoring should be halted and referred to the Police immediately. Other instances to report to the police would include:
  - incidents of 'grooming' behaviour
  - the sending of obscene materials to a child
  - isolate the computer in question as best you can. Any change to its state may affect a later police investigation.
- It is important that all of the above steps are taken as they will provide an evidence trail for the group, possibly the police and demonstrate that visits to these sites were carried out for child protection purposes. The completed form should be retained by the group for evidence and reference purposes.

A sample document for recording the review of and action arriving from the review of potentially harmful websites:

Also, use [http://www.swgfl.org.uk/Files/Documents/esp\\_template\\_pdf](http://www.swgfl.org.uk/Files/Documents/esp_template_pdf)

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

Group	
Date	
Reason for investigation	

Details of first reviewing person

Name	
Position	
Signature	

Details of second reviewing person

Name	
Position	
Signature	

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

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Web site(s) address / device

Reason for concern



### Conclusion and Action proposed or taken


### Criteria for website filtering

#### A. ORIGIN - What is the website's origin?

- The organisation providing the site is clearly indicated.
- There is information about the site's authors ("about us", "our objectives", etc.)
- There are contact details for further information and questions concerning the site's information and content.
- The site contains appropriate endorsements by external bodies and/or links to/from well-trusted sources

#### B. CONTENT - Is the website's content meaningful in terms of its educational value?

- The content is age-appropriate
- The content is broadly balanced in nature, and does not appear unduly biased, partisan or unreliable
- The site is free of spelling mistakes, grammatical errors, syntax errors, or typos.
- The site promotes equal and just representations of racial, gender, and religious issues.
- The site does not contain inappropriate content such as pornography, abuse, racial hatred and terrorism.
- The site does not link to other sites which may be harmful / unsuitable for the pupils
- The content of the website is current.

### C. DESIGN - Is the website well designed? Is it / does it:

- appealing to its intended audience (colours, graphics, layout)?
- easy to navigate through the site - links are clearly marked etc?
- have working links?
- have inappropriate adverts?

### D. ACCESSIBILITY - Is the website accessible?

- Does it load quickly?
- Does the site require registration or passwords to access it?
- Is the site free from subscription charges or usage fees?

#### Supporting resources and links

The following links may help those who are developing or reviewing the academy's online safety policy.

#### Further Guidance

Schools may wish to seek further guidance. The following is recommended:

Schools in England (and Wales) are required *"to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering"* ([Revised Prevent Duty Guidance: for England and Wales, 2015](#)).

The Department for Education '[Keeping Children Safe in Education](#)' requires schools to: *"ensure appropriate filters and appropriate monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system"* however, schools will need to *"be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding."*

In response UKSIC produced guidance on – information on "[Appropriate Filtering](#)"

[Somerset Guidance for schools – questions for technical support](#) – this checklist is particularly useful where a schools uses external providers for its technical support/security.

SWGfL provides a site for schools to test their filtering to ensure that illegal materials cannot be accessed: [SWGfL Test Filtering](#)