



Peregrines Nursery and Falcons School for Girls E-Safety Policy

Primary person responsible for this policy: Lucy Price

Job title: Deputy Head

Last review date: June 2021

Next review date: June 2022

Relevant ISI coding (if applicable): 7h

Circulation: This policy is addressed to all members of staff and volunteers in our school. It applies wherever staff or volunteers are working with pupils.

'Parents' refers to parents, guardians and carers.

Scope and definition

This policy is part of our strategy for safeguarding children within our care. It complies with *Keeping Children Safe in Education 2020*.

E-safety is a broad term which we use to refer to the safeguarding of children in relation to the risks arising from ever-evolving new media and technologies such as: the internet, mobile phones, tablets, computers, gaming devices, instant messaging, social media, collaboration tools, personal publishing, and 'apps' in general.

The responsible use of technology is a multi-dimensional, social and behavioural issue. Although the generic term 'E-safety' implies a response to some specific risks (as described below), we do not regard it as a stand-alone topic. It is embedded within our educational processes and consequently we take a holistic approach to keeping children safe. This policy should therefore be read in conjunction with our other policies, notably:

- Safeguarding
- Anti-Bullying
- ICT Usage
- PSHEE
- Mobile Phones, Photos and Images
- Social Media

Responsibilities

The Designated Safeguarding Lead (DSL) has primary responsibility for the implementation and maintenance of this policy. Taking into account the multi-dimensional aspects of E-safety, it is essential that specific responsibilities are also clearly assigned to specific individuals based on their skills and experience.

Aspect of E-safety	Designated person
ICT Lead	Lucy Price
On-site Engineer ¹	Holly Spilsbury
Curriculum - ICT	Lucy Price
Curriculum - PSHEE	Lauren Abrahams
Staff Training & CPD	Lucy Price

Clarification of the relationship between the ICT Lead and the On-Site Engineer

Although the maintenance of technological controls such as internet filtering, and data and network security are the responsibility of the Alpha Plus Group Director of IT and administered by the On-Site Engineer, **it is essential that a member of the school staff is nominated as ICT Lead and is assigned responsibility for monitoring the effective delivery of these services on behalf of all the school users, and for reporting problems where necessary.** The ICT Lead may well be also responsible for the ICT curriculum, but it is important that these two responsibilities are clearly understood as separate functions.

¹ The on-site engineer must sign the annual affirmation statement as required by the Code of Ethical & Professional Conduct (available on the Portal).

Training and CPD

Those responsible for E-safety will keep up to date on current E-safety issues and guidance issued by the Government and by organisations such as the Local Authority, CEOP (Child Exploitation and Online Protection), and Childnet International.

Consistent with our *Safeguarding policy*, all staff:

- receive information and training on E-safety, both at induction, and at regular intervals thereafter (minimum annually)
- have a duty to be alert to E-safety, and to share any concerns with the DSL (and others as appropriate in the context)

Understanding the types of E-safety risk

Risks commonly associated with new media and technology are broad. In most cases the risks are not intrinsically caused by technology, but technology may increase the ease and likelihood of occurrence, and increase the scope of potential harm.

Risks include:

1. Predatory behaviours such as grooming, abuse or radicalisation,
2. The corruption of young minds through the normalization of disrespectful, or anti-social language and behaviour through exposure to age-inappropriate content², especially: violence, pornography, racism, sexism, gambling, advertising, etc.
3. Extensions of 'off-line' peer-behavioural risks, e.g. cyber-bullying, 'trolling',
4. The misplaced perception that aggressive, offensive and inconsiderate on-line language or behaviour is somehow less damaging and more acceptable than their equivalents off-line or face to face.
5. The degradation of educational and maturing processes arising from a child's misplaced judgement of the accuracy, reliability or contextual propriety of online content,
6. Breaking laws, e.g. sexting, copyright infringement, data protection/privacy breaches,
7. The lasting damage to self-esteem and to reputation which children may incur (to themselves or to others, thoughtlessly or maliciously) by distributing or publishing confidential, insensitive, offensive or otherwise inappropriate content,
8. Exposure to fraud, hacking or identity-theft through insufficient security of passwords and personal details,
9. The use of new media and technology in distracting or addictive ways.

In order to develop age-appropriate responses to this wide range of risks, we categorise them, along with related learning objectives, as follows (adapted from Tanya Byron's '3 C's of E-safety'):

Risk category	Commercial	Aggressive	Sexual	Values
Content Child is observer/consumer	Understand and develop resilience to advertising, spam, sponsorships and	Develop resilience to violent/hateful content and know	Avoid/develop resilience to pornographic or	Develop critical evaluation skills to identify bias, prejudice, misleading and manipulative information and advice

² Online games designed for adults are often cited as one of the principle causes of concern for several of these risks. This may be as much from the highly aggressive and verbally abusive behaviours they elicit as from the be-friending of pseudonymous strangers or from exposure to violent and sexual content. **Extensive exposure to such games may be considered evidence of child neglect, which may, in certain circumstances, lead schools/colleges to consider reporting parents to social services.**

	demands for personal information	how to cope and to deal with it	unwelcome sexual content	
Contact Child is participant	Awareness of tracking, harvesting and the protection of personal information	Develop resilience to being bullied or harassed, and know what actions to take	Understand the implications of interacting with strangers and being groomed	Develop resilience to the risk of compulsive/addictive online behaviour, and to unwelcome persuasions
Conduct Child is instigator/perpetrator	Clear guidance on illegal downloading, copying, plagiarising, hacking, gambling, fraud, identity theft and the consequences	Clear guidance on bullying, harassment or 'trolling' of others and understand the consequences	Clear guidance on creating and uploading inappropriate material and understand the consequences	Clear guidance on the value of personal integrity, respect, data security, confidentiality, and the consequences of publishing inappropriate, false or misleading information or advice

Key principles and controls

We take E-safety very seriously. In addition to all the general safeguarding principles and controls included within our *Safeguarding policy*, the over-arching principle with E-safety is the need to educate children about the risks and benefits of using new media and technology, and to help them operate safely, legally, productively, thoughtfully and considerately in the digital world. This includes the development of independent thinking and critical evaluation skills to help determine the reliability, accuracy and integrity of on-line content.

E-safety is incorporated into the curriculum, not only within ICT and PSHEE lessons, but wherever and whenever it makes sense to reinforce concepts at an age-appropriate level. This includes assemblies, guest speakers, and parent information events. We believe that the internet and the constantly evolving technologies and devices to which children have access can be tools that enrich their lives. We therefore teach them to view technology and new media positively whilst simultaneously protecting themselves.

Technological controls

In addition to the educational measures to promote E-safety within the curriculum, we maintain specific controls which enable us to establish a secure data and communications environment and to monitor children's digital activity within the boundaries of the school/college. Foremost amongst these are:

- a) Children to whom we provide bespoke³ access to ICT resources are asked to agree in writing to a set of rules for the acceptable use of such resources (see *ICT Usage policy*).
- b) Our password-controlled network maintains individual security, confidentiality and accountability for activity on the network.
- c) We use well-established and frequently updated filtering software to prevent access to content deemed to be potentially harmful, and which records attempts to access such potentially harmful content. If staff or children discover unsuitable sites, the URL (web address) must be reported to the ICT Lead. Any member of the school community should report a website which causes them concern to the ICT Lead who will immediately refer this to the on-site engineer who will arrange for that site to be blocked, always taking care to consider that potential 'over-blocking' does not lead to unreasonable restrictions in online learning.

³ E.g. email accounts; network ID's and accounts; unsupervised browsing

The scope of the technological controls mentioned above extends across all our network of computers and internet-enabled devices, and across any Wi-Fi access which the school operates.

Whilst these filtering controls can similarly apply to mobile phones which use the school Wi-Fi, we cannot (legally or technically) monitor private phone activity, e.g. texting, or applications or internet content which are accessed via 3G and 4G signals. For this reason we operate a strict policy on the use of mobile phones (see separate policy document).

Our staff are authorised to search for⁴ and to confiscate any device. They can also search the device and (if appropriate) delete content if they consider that it has been, or could be used to cause harm, to disrupt teaching or break the school rules. Inappropriate usage will be dealt with consistent with our policies on discipline, behaviour, sanctions and exclusions. If a member of staff has reasonable grounds to suspect that a device contains evidence in relation to an offence, they must give it to the police as soon as is reasonably practicable. Any evidence of an offence or material that contains a pornographic image of a child should not be deleted prior to giving the device to the police.

The School ICT Lead has specific responsibility for monitoring the effectiveness of the technological controls section of this policy, under the direction of the Alpha Plus Group Director of IT.

Parental responsibilities and off-site E-safety

Given that children's engagement with the digital world extends well beyond the school premises, we expect parents to remain alert to their children's activities and behaviour. We recognise that this is a broad and open-ended task which many parents find challenging. We therefore direct them towards on-line resources which can help parents take preventative action which will promote E-safety, and help them to identify risk-indicators of potentially problematic behaviour. We host workshops for parents to support strategies for staying safe online and we encourage parents to attend these where possible.

Regarding the responsibility of schools to deal with E-safety incidents which occur 'off-site', the Education and Inspections Act 2006 and the Education Act 2011 empower the school, to such extent as is reasonable, to:

- regulate the behaviour of children when they are off the school site where an E-safety incident is linked to the school
- impose disciplinary penalties for inappropriate behaviour
- search for and confiscate electronic devices, and search their contents, and where appropriate delete content

Reporting of E-safety incidents

Any E-safety incident⁵, which includes the discovery of a specific or heightened risk, must be reported as soon as possible and recorded in MyConcern. If it in any way touches on child safeguarding issues, then it must be reported immediately to the DSL, consistent with the *Safeguarding policy*. Similarly, if it involves cyber-bullying, then the *Anti-bullying policy* must be

⁴ If in doubt, staff should consult the Headmistress and the Department for Education guidance: [Searching, screening and confiscation](#) (2018).

⁵ This may be understood as something of a serious nature which requires disclosure and remedial action.

followed.

If it relates to technological controls (as described above), or to a breach of the *ICT Usage policy*, then it must be reported to the ICT Lead.

Other members of staff and management should be informed as appropriate in the circumstances.

E-safety incidents should be logged on MyConcern by the member of staff reporting the incident. The reporting of E-safety Incidents should include the following data:

- Name of person reporting the incident
- Date and time of incident
- Date reported
- Names of people involved
- Location and device details
- Details of incident, including evidence where possible
- Clarification of the risk or breach – e.g. does it relate to safeguarding, bullying, inappropriate content, sexting, data protection, copyright infringement...etc.? Use the 3 C's categorisation as described earlier in this policy.
- Initial action taken and current status

Once investigated, a record of the resolution of the incident, and actions taken as a result, must be maintained. Such records should be readily available for inspection during governance visits.

Data in the E-safety log will be processed in line with Alpha Plus Group's Privacy Notice, which is available on request or can be accessed via the Group's [public portal](#).