



THE CARLTON  
JUNIOR ACADEMY

REDHILL ACADEMY TRUST  
Exsisto Optimus



# **Online Safety Policy**

## **Including: Mobile Technologies, Academy Technical Security and Acceptable Use Policies**

**Written in accordance with the  
Social Media Policy**

**September 2021**

Review: September 2022

## **We Grow Greatness**

**Online Safety Lead – Beth Hunter**

**Signed \_\_\_\_\_ Sharon Wood**  
**Headteacher**

**Signed \_\_\_\_\_ Michelle Sills**  
**Chair of Governors**

## **Contents**

▪ Contents.....	2
▪ Development/Monitoring/Review of this Policy.....	3
▪ Introduction.....	3
▪ The Main Areas of Risk.....	4
▪ Scope of the policy.....	5
▪ Roles and Responsibilities.....	5
▪ Communication.....	9
▪ Handling Complaints.....	9
▪ Education.....	9
▪ Technical – Infrastructure, equipment, filtering and monitoring.....	12
▪ Safeguarding.....	13
▪ Cybercrime.....	16
▪ Passwords .....	16
▪ Mobile Technologies (inc. BYOD/BYOT) .....	17
▪ Use of Digital and Video Images.....	19
▪ Data Protection .....	20
▪ Communications and Social Media .....	20
▪ Academy Website.....	21
▪ Class Dojo.....	22
▪ YouTube.....	23
▪ Live Streaming/Video Conferencing.....	23
▪ Remote Learning .....	24
▪ WhatsApp.....	24
▪ Online Tutors.....	24
▪ Games Machines.....	24
▪ Dealing with unsuitable/inappropriate activities.....	25
▪ Responding to incidents of misuse.....	26
▪ Illegal Incidents.....	27
▪ Other Incidents .....	28
▪ Academy actions & sanctions.....	28
▪ Off Boarding and On Boarding Staff.....	31
▪ Asset Disposal.....	31
▪ Reviewing Online Safety.....	31
Appendix	
▪ Staff and Volunteer Acceptable Use Agreement.....	32
▪ Acceptable Use Agreement for Community Users .....	35
Photographic/Film Consent.....	36
▪ Pupil and Parent/Carer Code of Conduct .....	37
▪ Email/Internet and Data Agreement.....	39
▪ Record of reviewing devices/internet sites (responding to incidents of misuse) .....	41
▪ Reporting Log .....	42
▪ Training Needs Audit Log .....	43
▪ Keeping Children Safe in Education 2021 .....	44
▪ Legalisation .....	47
▪ Links to Other Organisations or Documents.....	50
▪ Redhill Academy Trust Safeguarding protocols during Coronavirus (Covid-19) and the enforced partial closure of schools.....	52
▪ Pupil Acceptable Use Policy (AUP) for Live Lessons using Zoom.....	53
▪ The Carlton Junior Academy Protocols for live teaching with Zoom.....	54
▪ Posters around school.....	57
▪ Social Media Policy.....	59
▪ Glossary of Terms.....	65
▪ Choosing Online Tutors.....	66

### **Development/Monitoring/Review of this Policy**

This Online Safety Policy has been developed by a working group made up of:

- Headteacher/Senior Leaders
- Online Safety Lead
- Staff – including Teachers, Support Staff, Technical staff
- Governors
- Parents and Carers

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

### **Schedule for Development/Monitoring/Review**

This Online Safety Policy was approved by the Governing Body Committee on:	07/10/2021
The implementation of this Online Safety Policy will be monitored by the:	Headteacher: Sharon Wood Online Safety Governor: Lynne Thompson
The Governing Body will receive a report on the implementation of the Online Safety Policy (which will include anonymous details of online safety incidents) at regular intervals:	Annually: September
The Online Safety Policy will be reviewed annually, or more regularly in the light of any significant new developments in the use of the technologies, new threats to online safety or incidents that have taken place. The next anticipated review date will be:	Annually: September
Should serious online safety incidents take place, the following persons/agencies should be informed:	Headteacher, Online Safety Lead, Chair of Governors, Safeguarding Lead, LADO or the Police

The academy will monitor the impact of the policy using:

- Logs of reported incidents
- Filtering by RM Broadband(This will be changing to School's Broadband in the near future)
- SENSO Alerting Software

### **Introduction and Overview**

New technologies have become integral to the lives of children and young people in today's society, both within the academy and in their lives outside the academy. Today's pupils are growing up in an increasingly complex world, living their lives seamlessly on and offline. The internet and other digital information technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for all to be more creative and productive in their work. Such technologies do present challenges and risks. We want to equip our pupils with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way so they can reap the benefits of the online world.

Since the wide scale use of technology as a tool for learning, socialising and play as a result of the Covid19 pandemic, the role of online safety at our academy continues to evolve and increase. We recognise that online safety is part of our statutory safeguarding responsibilities and we implement approaches which will safeguard our community online.

## **Rationale**

The purpose of this policy is to:

- set out the key principles expected of all members of the academy community at The Carlton Junior Academy with respect to the use of IT-based technologies.
- create a culture that incorporates the principles of online safety across all elements of academy life.
- safeguard and protect the children and staff of The Carlton Junior Academy.
- assist academy staff working with children to work safely and responsibly with the internet and other communication technologies and to monitor their own standards and practice.
- set clear expectations of behaviour and codes of practice relevant to responsible use of the internet for educational, personal or recreational use.
- have clear structures to deal with online abuse such as Online Bullying.
- ensure that all members of the academy community are aware that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- minimise the risk of misplaced or malicious allegations being made against adults who work with pupils.

**The main areas of risk for our academy community can be categorised into four areas of risk:**

### **Content**

Being exposed to illegal, inappropriate or harmful content, for example:

- Online pornography, fake news, racism, misogyny, anti-Semitism, radicalisation and extremism.
- Ignoring age ratings in games (exposure to violence associated with often racist language) and substance abuse.
- Lifestyle websites, for example pro-anorexia/self-harm/suicide sites.
- Hate sites.
- Content validation: How to check authenticity and accuracy of online content.

### **Contact**

Being subjected to harmful online interaction with other users; for example:

- Adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- Child-on-Child/Peer-on-Peer abuse.
- Online-bullying in all forms.
- Identity theft (including Facebook hijacking) and sharing passwords.

### **Conduct**

Personal online behaviour that increases the likelihood of, or causes, harm; for example:

- Privacy issues, including disclosure of personal information.
- Digital footprint and online reputation.
- Health and well-being (amount of time spent online or gaming).
- Making, sending and receiving explicit images. e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography.
- Sexual Harrassment.
- Sharing other explicit images.
- Online bullying.
- Extremism/radicalisation.
- Copyright (little care or consideration for intellectual property and ownership – such as digital images and video, music and film).

## **Commerce**

Being exposed to financial risks such as:

- Online gambling.
- Inappropriate advertising.
- Commercial advertising.
- Phishing.
- Financial scams.

## **Scope of the Policy**

This policy applies to all members of the academy community (including staff, pupils, volunteers, parents/carers visitors, governors and community users} who have access to and are users of academy digital technology systems, both in and out of the academy.

The Education and Inspections Act 2006 empowers headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the academy site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of online-bullying or other Online Safety incidents covered by this policy, which may take place outside of the academy but is linked to membership of the academy. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. If the phone contains a pornographic image, headteachers have a statutory power to search or seize a pupils' phone.

The 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 the academy.

## **Roles and Responsibilities**

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

### **Governors**

Governors are responsible for the approval of the Online Safety Policy and for reviewing the effectiveness of the policy. This will be carried out by the Governors who will receive regular information about online safety incidents and monitoring reports. A member of the Governing Body has taken on the role of Online Safety Governor.

### **Online Safety Governor**

The Online Safety Governor is responsible for ensuring they:

- attend regular safeguarding training.
- regularly meet with the Online Safety Lead.
- regularly monitor what is taught to children and staff.
- regularly monitor online safety incident logs.
- regularly monitor filtering.
- report to Governors.

### **Headteacher**

The Headteacher is responsible for ensuring:

- she has a duty of care for the safety (including online safety) of members of the academy community, though the day-to-day responsibility for online safety will be delegated to the Online Safety Lead.
- she is aware of the procedures that need to be followed in the event of a serious online safety allegation being made against a member of staff. (see flow chart on dealing with online safety incidents)

- that the Online Safety Lead receives suitable training to enable her to carry out her online safety roles and to train other colleagues, as relevant.
- that there is a system in place to allow for monitoring and support of those in academy who carry out the internal online safety monitoring role. This is to provide a safety net and also support to those colleagues who take on important monitoring roles.
- that the Senior Leadership Team and governors will receive regular monitoring updates from the Online Safety Lead.

### **Online Safety Lead**

The Online Safety Lead is responsible for ensuring:

- that the academy delivers online safety content within the curriculum and embed it within the wider academy community.
- that online safety education is flexible, relevant and engages learners' interests, and encourage them to develop resilience to online risks.
- that she takes into account local content and any specific vulnerabilities for learners e.g. children with SEND or mental health needs, children in care or children who have experienced abuse.
- she ensures remote learning is carried out safely and in line with the remote learning AUP.
- she takes day-to-day responsibility for online safety issues and has a leading role in establishing and reviewing the academy's Online Safety policy and other policies which include content relevant to teaching pupils how to use the internet safely.
- she keeps up-to-date with new challenges and risks.
- that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.
- she provides regular training and advice for staff.
- she ensures online safety is covered explicitly within the induction process for new staff.
- she liaises with academy technical staff.
- she receives reports of online safety incidents and creates a log of incidents to inform future online safety developments.
- she consults with stakeholders, including parents/carers and pupils about online safety provision so that the academy can capture information about experiences of emerging issues she is hearing about or facing online.
- she proactively engages staff, pupils, parents/carers and governors in academy activities that promote the agreed principle of online safety.
- she maps and reviews the online safety/digital literacy provision to give relevance, breadth and progression.
- she meets regularly with the Online Safety Governor to discuss current issues, review incident logs and filtering.
- she reports regularly to Senior Leadership Team and governors.

### **Network Manager/Technical staff**

The Technical Staff and Computing Lead are responsible for ensuring that:

- the academy's technical infrastructure is as secure as possible and is not open to misuse or malicious attack.
- the academy meets required online safety technical requirements.
- staff users may only access the networks and devices through a properly enforced password protection policy, in which passwords are regularly changed.
- the filtering is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person.
- any misuse of the network/internet/RMUnify/email is reported to the Headteacher or the Online Safety Lead.
- RM Broadband (This will be changing to School's Broadband in the near future) and Senso Alerting Software monitor internet activity.

## **Teaching and Support Staff**

The teaching and support staff are responsible for ensuring:

- they have an up-to-date awareness of online safety matters and of the current academy Online Safety Policy and practices.
- they attend regular online safety training and read all email updates.
- they have read 'Keeping Children Safe in Education' and understand the advice for schools on embedding online safety into their broader safeguarding and child protection approach.
- they have read, understood and signed the Staff Acceptable Use Policy (AUP) and have had online safety included in their induction.
- they report any suspected misuse or problem to the Headteacher/Senior Leader/Online Safety Lead for investigation/action/sanction.
- they report any online safeguarding incidents to a DSL straight away.
- they ensure online safety education is flexible, relevant and engages learners' interests, and encourage them to develop resilience to online risks.
- they take into account local content and any specific vulnerabilities for learners e.g. children with SEND or mental health needs, children in care or children who have experienced abuse.
- they ensure remote learning is carried out safely and in line with the remote learning AUP.
- all digital communications with pupils/parents/carers should be on a professional level and are only carried out using official academy systems.
- online safety issues are embedded in all aspects of the curriculum and other activities.
- pupils understand and follow the Online Safety Policy and Acceptable Use Policies.
- pupils have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- they monitor the use of digital technologies, mobile devices, cameras etc in lessons and other academy activities (where allowed) and follow the academy's procedures with regard to these devices.
- they act as good role models in their use of digital technologies, the internet and mobile devices.
- in lessons where internet use is pre-planned, that they guide pupils 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 pupils are allowed to freely search the internet, they should be vigilant in monitoring the content of the websites the young people visit.
- That from time-to-time, for good educational reasons, pupils may need to research topics (eg racism, drugs and discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the Technical Staff (or other relevant designated person) can temporarily remove 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.

## **Designated Safeguarding Lead for Online Safety**

The Designated Safeguarding Lead for Online Safety should be 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. They can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online. Support will be given to teachers when they are delivering online safety content which may lead to a disclosure by a pupil. The Designated Safeguarding Lead for Online Safety will be involved when considering or planning online safety related lessons or activities as they will be best placed to reflect and advise on any known safeguarding cases and how to support any pupils who may be especially impacted by a lesson. The designated safeguarding lead liaises with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special

educational needs coordinators (SENCOs), Mental Health Leads) on safeguarding matters of online and digital safety and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

They should be aware of the potential for serious child protection or safeguarding issues to arise from:

- sharing of personal data.
- access to illegal/inappropriate materials.
- inappropriate online contact with adults/strangers.
- potential or actual incidents of grooming.
- child sexual exploitation (may occur without the child's immediate knowledge through copying digital videos or images that they have created and posted on social media).
- peer on peer abuse (child on child).
- sharing nudes and semi-nudes (sexting).
- sexual harassment.
- online-bullying.
- abuse both sexual and emotional.
- radicalisation.
- self-harm or harm to others.
- cybercrime
- county lines

## **Pupils**

Pupils are responsible for:

- using the academy digital technology systems in accordance with the Pupil Acceptable Use Agreement.
- having a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations.
- understanding the importance of reporting abuse, misuse or access to inappropriate materials and knowing how to do so.
- knowing and understanding policies on the use of mobile devices and digital cameras. They should also know and understand policies on the taking/use of images and on online-bullying.
- understanding the importance of adopting good online safety practice when using digital technologies out of the academy and realising that the academy's Online Safety Policy covers their actions out of the academy, if related to their membership of the academy.

## **Pupil Online Safety Leaders**

Pupil Online Safety Leaders are responsible for:

- conducting assemblies to the whole academy about current online safety issues.
- offering child-to-child support about staying safe online.
- talking to parents about current online safety issues.
- writing online safety help tips on the academy newsletters.
- interviewing pupils to gain pupil voice about current online safety issues.
- helping to write the Pupil Acceptable Use Agreement.

## **Parents/Carers**

Parents and carers play a crucial role in ensuring that their children understand the need to use the internet/mobile devices in an appropriate way. The academy will take every opportunity to help parents understand these issues through parents' evenings, newsletters, letters, website and information about national or local online safety campaigns. Parents and carers will be



encouraged to support the academy in promoting good online safety practice and to follow guidelines on the appropriate use of:

- digital and video digital/video images taken at academy events.
- the parents' sections of the website and on-line programmes the academy uses.
- their children's personal devices in the academy (where this is allowed).
- social media.

## **Community Users**

Community Users who access academy systems/website and other online programmes as part of the wider academy provision will be expected to sign a Community User AUA before being provided with access to academy systems.

## **Communication**

The policy will be communicated to staff/pupils/community in the following ways:

- Policy to be posted on the academy website.
- Policy to be part of the academy induction pack for new staff.
- Acceptable Use Policy discussed with pupils at the start of each year.
- Acceptable Use Policy to be issued to whole academy community, usually on entry to the academy.
- Acceptable Use Policy for parents/carers and pupils are printed in the academy Personal Organiser.
- Acceptable Use Policies for all adults who are in the academy are held in the office.

## **Handling Complaints**

- The academy will take all reasonable precautions to ensure that people are safe online. However, owing to the international scale and linked nature of internet content, the availability of mobile technologies and speed of change, it is not possible to guarantee that unsuitable material will never appear on an academy computer or mobile device.
- Staff and pupils are given information about infringements in use and possible sanctions. Sanctions available include:
  1. Discussion with the Headteacher.
  2. Informing parents or carers.
  3. Removal of internet or computer access for a period.
  4. Referral to the Police.
- Any complaint about pupil misuse should initially be reported to the class teacher who then reports it to the Academy Business Leader, Headteacher or Online Safety Lead.
- Any complaint about staff misuse is referred to the Headteacher and/or the Chair of Governors.
- Complaints of online bullying are dealt with in accordance with our Anti-Bullying Policy.
- Complaints related to child protection are dealt with in accordance with the academy's child protection procedures.

## **Education**

### **Pupils**

Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in online safety/digital literacy is therefore an essential part of the academy's online safety provision. Children and

young people need the help and support of the academy to recognise and avoid online safety risks and build their resilience.

Online safety should be a focus in all areas of the curriculum and staff should embed 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:

- Providing Online Safety as part of the Computing Curriculum, PSHE Curriculum, SRE Curriculum, British Values and Citizenship Curriculum and the various curricula will complement each other to offer a fully rounded education.
- Embedding Online Safety across the curriculum and within the wider academy approach.
- Taking part in Internet Safety Day annually.
- Reinforcing key online safety messages in assemblies.

Pupils should:

- STOP and THINK before they CLICK.
- use YAPPY and ZIP IT, BLOCK IT, FLAG IT to stay safe online.
- Pupils should be taught that being online can put them at risk of sexual abuse, emotional abuse and Child-on-Child/Peer-on-Peer abuse.
- understand why and how some people will 'groom' young people for sexual or radicalisation reasons.
- be supported in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. (The Counter Terrorism and Securities Act 2015 which requires academies to ensure that children are safe from terrorist and extremist material on the internet).
- understand the impact of online bullying, sexting, extremism and trolling and know how to seek help if they are affected by any form of online bullying.
- be aware that anyone can watch live streaming and can share live streams through other Apps if the privacy settings on each App is not switched on.
- understand how video/digital images can be manipulated and how web content can attract the wrong sort of attention.
- understand why online 'friends' may not be who they say they are and to understand why they should be careful in online environments.
- understand why they should not post or share detailed accounts of their personal lives, contact information, daily routines, location, photographs and videos and to know how to ensure they have turned-on privacy settings.
- understand why they must not post pictures or videos of others without their permission.
- know not to download any files – such as music files - without permission.
- have strategies for dealing with receipt of inappropriate materials.
- know how to report any abuse including online bullying; and how to seek help if they experience problems when using the internet and related technologies, i.e. Parent/Carer, teacher or trusted staff member, or an organisation such as ChildLine or the CLICK CEOP button.
- be taught in all lessons to be critically aware of the materials/content they access online and be guided to validate the accuracy of information.
- be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.
- be aware that the author of a website/page may have a particular bias or purpose and to develop skills to recognise what that may be.
- know how to narrow down or refine a search understanding how search engines work and that this affects the results they see at the top of the listings.
- understand the issues around aspects of the commercial use of the internet, as age-appropriate. This may include risks in pop-ups, buying online and online gaming or gambling.

- be helped to understand the need for the Pupil Acceptable Use Agreement and encouraged to adopt safe and responsible use both within and outside of the academy.

### **Pupil Online Safety Leaders**

Pupil Online Safety Leaders will spend time with the Online Safety Lead to gain understanding of current online safety issues so they can carry out their role to educate fellow pupils.

### **Vulnerable Pupils**

Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, development stage and personal circumstance. However there are some pupils, for example looked after children and those with special educational needs, who may be more susceptible to online harm or have less support from family and friends in staying safe online. Therefore the curriculum will be tailored to ensure these pupils receive the information and support they need.

### **Parents/Carers**

Many parents and carers have only a limited understanding of online safety risks and issues, yet they play an essential role in the education of their children and in the monitoring/regulation of the children's online behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The academy will therefore seek to provide information and awareness to parents and carers through:

- Curriculum activities.
- Letters, newsletters, website.
- Parents'/Carers' evenings and sessions.
- High profile events/campaigns e.g. Safer Internet Day.
- Sending home the Digital Parenting Magazine and other information sheets.
- Reference to the relevant websites/publications on the academy website (see appendix for further links/resources).

### **The Wider Community**

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

- Providing family learning courses in use of new digital technologies, digital literacy and online safety.
- Targeting Online Safety messages towards grandparents and other relatives as well as parents.
- Providing online safety information for the wider community via the academy website.

### **Staff/Volunteers**

It is essential that all staff receive online safety training and understand their responsibilities, as outlined in this policy. Training will be offered as follows:

- A planned programme of formal online safety training will be made available to staff. This will be regularly updated and reinforced. An audit of the online safety training needs of all staff will be carried out regularly.
- All new staff should receive online safety training as part of their induction programme, ensuring that they fully understand the academy's Safeguarding procedures, Online Safety Policy and Acceptable Use Agreements.

- The Online Safety Lead will receive regular updates through attendance at external training events 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 meetings.
- 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 subcommittee involved in online safety and safeguarding. This may be offered in a number of ways:

- Attending training provided by the Local Authority/MAT/National Governors Association/or other relevant organisation if available.
- Participating in academy training/information sessions for staff or parents. This may include attending assemblies or lessons.

## **Technical – infrastructure/equipment, filtering and monitoring**

The academy works with GBMicros who ensure that the academy is as secure as possible with the current systems that are in place.

In regards to the anti-virus the academy uses ESET. This will ensure that the anti-virus is then fully maintained and monitored.

The current systems ensure that:

- users can only access data to which they have right of access.
- no user can access another's files in their home area.
- access to personal data is securely controlled in line with the academy's Personal Data Policy.
- there is effective guidance and training for users.
- there is monitoring from senior leaders and these have impact on policy and practice.
- academy technical systems are managed in ways that ensure the academy meets recommended technical requirements.
- there will be regular reviews and audits of the safety and security of the academy's technical systems.
- servers, wireless systems and cabling are securely located and physical access restricted.
- appropriate security measures are in place to protect the servers, firewalls, switches, routers, wireless systems, work stations, mobile devices etc. from accidental or malicious attempts which might threaten the security of the academy systems and data.
- responsibilities for the management of technical security are clearly assigned to GBMicros.
- all users will have clearly defined access rights to academy technical systems.
- users will be made responsible for the security of their username and password and must not allow other users to access the systems using their log-in details and must immediately report any suspicion or evidence that there has been a breach of security.
- the domain/administrator passwords for the academy ICT systems, used by the Network Manager (or other person) must also be available to the academy on request.
- GBMicros are responsible for ensuring that software licence logs are accurate and up to date and that regular checks are made to reconcile the number of licences purchased against the number of software installations.
- academy technical staff regularly monitor and record the activity of users on the academy technical systems and users are made aware of this in the Acceptable Use Agreement.
- remote management tools are used by staff to control workstations and view users activity.
- an appropriate system is in place for users to report any actual/potential technical incident to the Online Safety Lead or Technician.

- the academy has regular maintenance evenings where workstations are protected by up-to-date software to protect against malicious threats from viruses.
- internet access is filtered for all users. Illegal content (child sexual abuse images) is currently filtered by RM Broadband (This will be changing to School's Broadband in the near future)
- Senso Alerting Software is loaded on all Window devices which monitors all activity on the device and alerts GBMicros, Beth Hunter and the office if there has been a violation.
- internet filtering/monitoring should ensure that children are safe from terrorist and extremist material when accessing the internet.
- the academy has provided enhanced and differentiated user-level filtering. an agreed procedure is in place for the provision of temporary access of "guests" (eg trainee teachers, supply teachers, visitors) onto the academy systems.
- an agreed procedure is in place that forbids staff from downloading executable files and installing programmes on academy devices.
- an agreed procedure is in place regarding the use of removable media (eg memory sticks/ CDs/DVDs) by users on academy devices.

## **Safeguarding**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers our academy to protect and educate the whole academy community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. All Online Safety safeguarding issues are dealt with in line with the Safeguarding Policy and Keeping Children Safe in Education 2021. See Annex D in the appendix.

The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety). Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. This responsibility should not be delegated.

## **Sharing Nudes and Semi-Nudes (Sexting)**

In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

Guidance about dealing with self-generated images/sexting can be found at – [UKSIC Responding to and managing sexting incidents](#) and [UKCIS – Sexting in schools and colleges](#)

## **What to do if an incident involving 'sharing nudes or semi-nudes' comes to your attention:**

- Report it to your Designated Safeguarding Lead (DSL) immediately.
- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.

- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent). Our academy's safeguarding policies outline codes of practice to be followed.

The full guidance, *Sharing nudes and semi-nudes: advice for education settings working with children and young people* (UKCIS, 2020) can be found at [www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people).

## **Abuse and Neglect**

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face-to-face. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding lead (or deputy). Staff receive information and training which addresses online safety at induction, and as part of accessing regularly updated safeguarding and child protection training and information.

## **Indicators of Abuse and Neglect**

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve ...serious bullying (including cyberbullying).

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve ... non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

## **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include noncontact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

## **Peer-on-Peer Abuse (Child-on-Child)**

All staff are aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. All staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse, they should speak to their designated safeguarding lead (or deputy). This is especially likely to be the case where there is online peer on peer abuse concerns. For example learners frequently report they are unlikely to report concerning online behaviours if they are using what adults consider to be 'inappropriate' social media platforms or gaming sites. Staff understand the importance of challenging inappropriate behaviours which take place online.

Peer-on-peer online abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in online sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This can then be shared online.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

## **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are also increasingly being targeted and recruited online using social media.

## **Preventing Radicalisation**

Children are vulnerable to extremist ideology and radicalisation online. The internet can be used as a tool for radicalisation and in the potential accidental and deliberate exposure to extremist views and content online. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our academy's safeguarding and online safety approach. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

## **Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded.
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources.
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

## **Passwords**

The Carlton Junior Academy:

- ensures all staff have their own unique username and private passwords to access academy systems which are changed on a regular basis.
- all staff use passwords that are three random words and over 12 characters in length.
- ensures all staff passwords do not include names or any other personal information about the user that might be known by others.
- allows staff to change their password on first login to the system.
- makes it clear that staff and pupils must always keep their password private, must not share it with others and must not leave it where others can find it.
- ensures that pupils have their own unique username to access their work area on the server.
- ensures that pupils have their own unique password and username for online teaching platforms.



## **Mobile Technologies (including BYOD/BYOT)**

### **BYOD=Bring Your Own Device**

### **BYOT=Bring Your Own Technology**

Mobile technology devices may be academy owned/provided or personally owned and might include: smartphone, tablet, notebook/laptop or other technology that usually has the capability of utilising the academy's wireless network. The device then has access to the wider internet which may include the academy's cloud based services such as email and data storage.

All users should understand that the primary purpose of the use mobile/personal devices in an academy context is educational. The mobile technologies usage is consistent with and inter-related to other relevant academy policies including the Safeguarding Policy, Behaviour Policy, Anti-bullying Policy, Acceptable Use Policy, and policies around theft or malicious damage. Teaching about the safe and appropriate use of mobile technologies should be an integral part of the academy's Online Safety education programme.

### **The academy allows:**

	Academy Devices			Personal Devices		
	<b>Academy owned for single user</b>	<b>Academy owned for multiple users</b>	<b>Authorised device<sup>1</sup></b>	<b>Pupil owned</b>	<b>Staff owned</b>	<b>Visitor owned</b>
Allowed in academy	Yes	Yes	Yes	Yes with permission from SLT	Yes	Yes with permission from SLT
Network access	Yes	Yes	Yes	No	No	No
Internet only	No	No	No	No	Yes	Yes with permission from SLT
Cloud access	Yes	Yes	Yes	No	Yes	Yes with permission from SLT

### **Personal mobile phones and mobile devices**

- Personal devices are brought into the academy entirely at the risk of the owner and the decision to bring the device in to the academy lies with the user (and their parents/carers) as does the liability for any loss or damage resulting from the use of the device in academy.
- The academy accepts no responsibility or liability in respect of lost, stolen or damaged devices while at academy or on activities organised or undertaken by the academy.
- The academy accepts no responsibility for any malfunction of a device due to changes made to the device while on the academy network or whilst resolving any connectivity issues.
- Staff/Visitors should be provided with information about how and when they are permitted to use mobile technology in line with safeguarding arrangements and the AUP.
- Staff/Visitors bringing in mobile phones and mobile devices to the academy must not upload any content taken in academy to social media sites.

- All visitors are requested to keep their phones on silent.
- The academy reserves the right to search the content of any mobile phones and mobile devices on the academy premises where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying.
- The bluetooth or similar function of mobile phones and mobile devices should not be used to send digital/video images or files to other mobile phones.
- Staff/Visitors can only access academy internet with permission from the SLT and should use in line with local safeguarding arrangements.
- Staff/Visitors should be mindful of the age limits for apps and software on their devices and should not use inappropriate age rated sites/apps in the academy.

#### **Pupils' use of Personal Devices**

- The academy strongly advises that pupil mobile phones and mobile devices should not be brought into the academy. If a mobile phone is discovered in a child's possession during the academy day, the parent/carer will be called to collect it from the academy office.
- If a pupil needs to bring in a mobile phone for usage after school, the mobile phone must be handed into the office at the beginning of the school day where it will be locked away until the end of the school day.
- If a pupil needs to contact parents/carers, they will be allowed to use an academy phone. Parents are advised, if they need to contact their child during the school day, to contact the academy office.
- Pupils should protect their phone numbers by only giving them to trusted friends and family members. Pupils will be instructed in safe and appropriate use of mobile phones and personally-owned devices and will be made aware of boundaries and consequences.

#### **Staff use of Personal Devices**

- No digital/video images should be taken in the academy on staff handheld devices, including mobile phones, iPads and personal cameras.
- Staff must leave their mobile phone in the staffroom whilst children are in the academy and may only have them on their person if permission has been given by the Headteacher.
- Where staff members are required to use a mobile phone for academy duties, for instance in case of emergency during off-site activities, or for contacting students or parents, then they should use their own device and hide (by inputting 141) their own mobile number for confidentiality purposes.
- Staff owned devices should not be used for personal purposes during teaching sessions, unless in exceptional circumstances.
- Printing from personal devices will not be possible.
- If a member of staff breaches the academy AUP Policy, then disciplinary action may be taken.

## Use of digital and video images

The development of digital imaging technologies has created significant benefits to learning, allowing staff and pupils instant use of digital/video images that they have recorded themselves or downloaded from the internet. However, staff, parents/carers and pupils need to be aware of the risks associated with publishing digital/video images on the internet. Such digital/video images may provide avenues for online bullying to take place. Digital/Video images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees. The academy will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm.

- Written permission from parents or carers will be obtained before any digital/video images of pupils are published on the academy website, Class Dojo, social media, academy promotional materials and in the local press. These digital/video images can still be used once the pupil has left the academy or for a limited time.
- When using digital/video images, staff should inform and educate pupils about the risks associated with the taking, use, sharing, publication and distribution of digital/video images. In particular they should recognise the risks attached to publishing their own digital/video images on the internet e.g. on social networking sites.
- In accordance with guidance from the Information Commissioner's Office, parents/carers are welcome to take videos and digital images of their children at academy 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 child protection, these digital/video images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other pupils in the digital/video images.
- Staff and volunteers are allowed to take digital/video images to support educational aims, but must follow academy policies concerning the sharing, distribution and publication of those digital/video images. Those digital/video images should only be taken on academy equipment, the personal equipment of staff should not be used for such purposes.
- As part of their work, pupils will have access to the use of digital cameras/iPads. Any digital/video images that they take, will be kept at the academy and the children will be taught about the need to keep these digital/video images private. When on academy visits, pupils are not allowed to take their own cameras or use cameras on phones without permission.
- Location Tags must not be used when taking digital/video images.
- Care should be taken when taking digital/video images that pupils are appropriately dressed and are not participating in activities that might bring the individuals or the academy into disrepute.
- Pupils must not take, use, share, publish or distribute digital/video images of others without their permission.
- Digital/Video images published on the website, or elsewhere that include pupils will be selected carefully and will comply with good practice guidance on the use of such digital/video images.
- Pupils' full names will not be used anywhere on a website or blog, particularly in association with digital/video images
- LAC pupils will never have digital/video images used online unless the academy has permission from the carers to do so.
- The academy will periodically invite an official photographer into school to take portraits/photographs of individual children and/or class groups. The academy will undertake its own risk assessment in terms of the validity of the photographer/agency involved and establish what checks/vetting has been undertaken.
- Digital/Video images are stored on a secure area on the server or on RUnify and should not be stored on portable external hard drive devices.

### **Data Protection**

With effect from 25th May 2018, the data protection arrangements for the UK changed following the European Union General Data Protection Regulation (GDPR). As a result, academies are likely to be subject to greater scrutiny in their care and use of personal data.

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

The academy has ensured that it has a GDPR Policy, Pupil and Staff Privacy Notices and a Trust Data Acceptable use Statement.

### **Communications**

When using communication technologies the academy considers the following as good practice.

- The official academy email service may be regarded as safe and secure and is monitored.
- Users should be aware that email communications can be monitored.
- Users must immediately report, to the nominated persons – in accordance with the academy 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.
- Any digital communication between staff and pupils or parents/carers (email, social media, chat, blogs, etc.) must be professional in tone and content. These communications may only take place on official academy systems. Personal email addresses, text messaging or social media must not be used for these communications.
- Pupils may be provided with individual academy email addresses for educational use.
- Pupils should be taught about online safety issues, such as the risks attached to the sharing of personal details. They should also be taught strategies to deal with inappropriate communications and be reminded of the need to communicate appropriately when using digital technologies.
- Users should know that spam, phishing and virus attachments can make emails dangerous.
- Users should know that email sent to an external organisation must be written carefully, (and may require authorisation), in the same way as a letter written on academy headed paper.
- Users should know that the sending of multiple or large attachments should be limited, and may also be restricted by the provider of the service being used.
- Personal information should not be posted on the academy website.
- The academy does not publish personal email addresses of pupils or staff on the academy website. There is a link to staff email so that children can hand in homework but the staff email address cannot be seen by users of the website.

### **Social Media - Protecting Professional Identity**

The academy's full Social Media Policy is included in the Appendix (page 59).

Our academy has a duty of care to provide a safe learning environment for pupils and staff. The academy could be held responsible, indirectly for acts of their employees in the course of their employment. Staff members who harass, engage in online bullying, discriminate on the grounds of sex, race or disability or who defame a third party may render the academy liable to the injured party. Reasonable steps to prevent predictable harm must be in place.

The academy provides the following measures to ensure reasonable steps are in place to minimise risk of harm to pupils, staff and the academy through:

- ensuring that personal information is not published.
- ensuring training is provided including: acceptable use; social media risks; checking of settings; data protection and reporting issues.
- clear reporting guidance, including responsibilities, procedures and sanctions.
- risk assessment, including legal risk.

Academy staff should ensure that:

- no reference should be made in social media to pupils, parents/carers or academy staff.
- they do not engage in online discussion on personal matters relating to members of the academy community.
- personal opinions should not be attributed to the academy.
- security settings on personal social media profiles are regularly checked to minimise risk of loss of personal information.

When official academy social media accounts are established there should be:

- a process for approval by senior leaders.
- a clear processes for the administration 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.
- an understanding of how incidents may be dealt with under academy 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 the academy or impacts on the academy, it must be made clear that the member of staff is not communicating on behalf of the academy 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 academy are outside the scope of this policy.
- The academy permits reasonable and appropriate access to private social media sites.
- Where excessive personal use of social media in the academy is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken.

### **Monitoring of Public Social Media**

- As part of active social media engagement, it is considered good practice to pro-actively monitor the Internet for public postings about the academy.
- The academy should effectively respond to social media comments made by others according to a defined policy or process.
- The academy's use of social media for professional purposes will be checked regularly by the Senior Leadership Team to ensure compliance with the academy policies.

### **Academy Website**

- The Headteacher takes overall responsibility to ensure that the website content is accurate and the quality of presentation is maintained.
- The academy website complies with the statutory DfE guidelines for publications.
- Most material is the academy's own work; where other's work is published or linked to, we credit the sources used and state clearly the author's identity or status.
- The point of contact on the website is the academy address, telephone number and we use a general email contact address. Home information or individual email identities will not be published.
- Digital/Video images published on the website do not have full names attached.
- We do not use pupils' names when saving digital/video images in the file names or in the tags when publishing to the academy website.

- We expect teachers using academy approved blogs or wikis to password protect them and run from the academy website.

### **Class Dojo**

#### **Staff**

- Staff will message parents in working hours.
- Should staff receive any messages which they find inappropriate, they will report to SLT as soon as possible.
- Staff should not share any personal information.
- Any messages which refer to absence, sickness or complaints should be directed to the school office.
- Any messages which refer to progress will be discussed face-to-face or over the phone.
- In photos, children will be dressed appropriately and will have photo consent from their parents/carers.
- Staff should be aware of who/what is in the background of a photo/video.
- Staff will think about copyright when posting or approving user content.
- All communication must be appropriate and related to academy matters.
- Always use the same professional language and tone as you would in person.
- Staff should use academy devices over personal devices wherever possible.
- Staff should not be communicating with pupils unless it is for the safety of the pupil.
- Staff will not use the site in any way that is harmful to minors.

#### **Parents**

- Parents/Carers should be aware that an immediate response to a message cannot be expected as the main priority of the staff is to teach. A response will be given as soon as possible during working hours.
- Any matters about absence, sickness, school dinners or complaints should go to the school office via telephone or in person.
- Any queries about progress should be directed to the class teacher directly either face-to-face or over the phone.
- Parents/Carers should not copy, reproduce, modify or distribute any text or images/photos from Class Dojo without permission from the class teacher.
- Parents/Carers should be aware of what is in the background of a photo/video.
- Photos of children sent to the class teacher should not be taken in bedrooms and your child should be appropriately dressed.
- Parents/Carers will not post unauthorised commercial communication.
- Parents/Carers will think about copyright when posting content.
- Parents/Carers will not use another person's login details or access an account belonging to someone else.
- All communication with the class teacher must be polite, appropriate and related to academy matters.
- Parents/Carers will not do anything that will impair the workings or appearance of Class Dojo.
- Parents/Carers will not use the site in any way that is harmful to minors.

#### **Pupils**

Pupils should not be using Class Dojo to communicate with their class teacher.

### **Cloud-Based Technologies**

- Uploading of information on the academy's RUnify is shared between different staff members according to their responsibilities.
- Digital/Video images uploaded to the academy's systems will only be accessible by members of the academy community.

### **YouTube Videos**

- Videos can only be uploaded to the academy YouTube channel by a member of SLT who will check them first.
- Uploaded videos must have the appropriate child settings applied.
- No child without parental consent should be included in a video.
- Staff/pupils should be appropriately dressed.
- Staff should always consider what can be seen in the background of the video.
- Staff should always consider the noises in the background.

### **YouTube Videos**

- Staff should always watch the video first to ensure the content is safe.
- Staff should always ensure that the children do not watch adverts.
- Staff should always ensure that the children do not see links to inappropriate content.
- Children should never be allowed to search for videos on a staff member's laptop or be left alone watching a video.
- The school filters deny access to YouTube on pupil logins.

### **Live Streaming/Video Conferencing on Site**

- Facebook Live, Instagram Live and YouTube Live are not used to live stream in the academy. Zoom/Microsoft Teams may be used but permission needs to be sought from the SLT.
- The appropriate filters need to be in place to keep children safe.
- Permission is sought from parents/carers.
- All pupils are supervised by a member of staff at all times.
- Approval from the Headteacher/SLT is sought prior to all video conferences/live streaming within the academy.
- The academy equipment is not set to auto-answer and is only switched on for scheduled and approved video conferences/live streams.
- No part of any video conference/live stream is recorded in any medium without the written consent of those taking part.
- Staff are aware of what is in the background that people can see or hear.
- All members of staff have a good knowledge of what they are streaming before they start.
- Misuse of video conferencing/live streaming by any member of the academy community will result in sanctions.
- Participants in conferences offered by 3<sup>rd</sup> party organisations may not be DBS checked so pupils must be supervised by a staff member at all times.
- Conference/Streaming supervisors need to be familiar with how to use the equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the video conference/live stream.
- Staff should use academy devices over personal devices wherever possible.

### **Live Streaming/ Video Conferencing from Staff Homes**

- Facebook Live, Instagram Live and YouTube Live are not used to live stream in the academy. Microsoft Teams and Zoom may be used but permission needs to be sought from the Computing Leader/SLT.
- Staff should be appropriately dressed.
- Staff should always consider what can be seen in the background.
- Staff should always consider the noises in the background.
- The appropriate filters/settings need to be in place to keep children safe these must be checked by SLT.

- All members of staff have a good knowledge of what they are live streaming/video conferencing before they start.
- The academy equipment is not set to auto-answer and is only switched on for scheduled and approved conferences.
- No part of any video conference/live stream is recorded in any medium without the written consent of those taking part and approved by SLT.
- Participants in conferences offered by 3<sup>rd</sup> party organisations may not be DBS checked so pupils must be supervised by a staff member at all times.
- Staff should use school devices over personal devices wherever possible.
- Conference/Streaming supervisors need to be familiar with how to use the equipment, particularly how to end a call if at any point any person taking part becomes unhappy with the content of the video conference/live stream.

### **Remote Learning**

Where children are being asked to learn online at home Zoom will be the preferred platform. Parents will be required to sign the Pupil Acceptable Use Policy (AUP) for Live Lessons using Zoom and staff will follow the Pupil Acceptable Use Policy (AUP) for Live Lessons using Zoom. These are both included in the Appendix Page 53 - 54  
The NSPCC and PSHE Association also provide helpful advice:

- [NSPCC Learning - Undertaking remote teaching safely during school closures](#)
- [PSHE - PSHE Association coronavirus hub](#)

### **Webcams**

- We do not use publicly accessible webcams in the academy.
- Webcams in the academy are only ever used for specific learning purposes.
- Misuse of the webcam by any member of the academy community will result in sanctions.

### **Staff WhatsApp Groups**

- Never grant pupils access to your device.
- Always use the same professional language and tone as you would in person.
- Always think carefully before sharing information, pictures or videos and make sure they are appropriate and linked to work matters.
- Check your privacy settings (e.g. profile pic to be seen, "last seen" status, 'read' receipts disabled etc)
- Ensure adherence to good practice on naming of children (i.e. initials only).
- Do not share personal information.
- Do not post content at unreasonable times of day.

### **Choosing Online Tutors**

Tutoring online will include unsupervised activities with children, such as unsupervised teaching and training children. Consequently, it should be considered as a regulated activity. Therefore the requirements of Keeping Children Safe in Education (KCSIE 2020) and Safer Recruitment apply. SLT should therefore ensure that they complete all appropriate suitability checks on companies and individuals and should refer to the section title online learning at home. The Recruitment Checklist supplied by the SWGL is attached as an appendix.

### **Games Machines**

Games machines including Sony PlayStation, Nintendo Wii, Microsoft Xbox and others which have Internet Access are only allowed to be used in officially sanctioned locations and under supervision.



- Pupils will discuss safe and appropriate use of online gaming sites. They will be given gaming dilemmas and discuss the scenarios.
- Pupils will not play online games against unknown players at the academy.
- Pupils will understand the risks of online gaming especially websites that involve chatrooms.
- Pupil will be aware that they can become addicted to the 'virtual world.'

#### **Dealing with unsuitable / inappropriate activities**

Some internet activity e.g. accessing child abuse images or distributing racist material is illegal and would obviously be banned from the academy and all other technical systems. Other activities e.g. cyber-bullying would be banned and could lead to criminal prosecution. There are however a range of activities which may, generally, be legal but would be inappropriate in an academy context, either because of the age of the users or the nature of those activities.

User Actions		Acceptable at certain times	Unacceptable	Unacceptable and illegal
Users shall not visit Internet sites, make, post, download, upload, data transfer, communicate or pass on, material, remarks, proposals or comments that contain or relate to:	Child sexual abuse images –The making, production or distribution of indecent images of children. Contrary to the Protection of Children Act 1978			X
	Grooming, incitement, arrangement or facilitation of sexual acts against children Contrary to the Sexual Offences Act 2003.			X
	Possession of an extreme pornographic image (grossly offensive, disgusting or otherwise of an obscene character). Contrary to the Criminal Justice and Immigration Act 2008			X
	Criminally racist material in UK – to stir up religious hatred (or hatred on the grounds of sexual orientation). Contrary to the Public Order Act 1986			X
	Maliciously corrupt or erase data or programs. Contrary to the Computer Misuse Act 1990.			X
	Promotion of any kind of discrimination. Contrary to the Racial and Religious Hatred Act 2006 and the Public Order Act 1986.			X
	Threatening behaviour, including promotion of physical violence or mental harm. Contrary to the Malicious Communications Act 1988.			X
	Promotion of extremism or terrorism. Contrary to the Racial and Religious Hatred Act 2006.			X

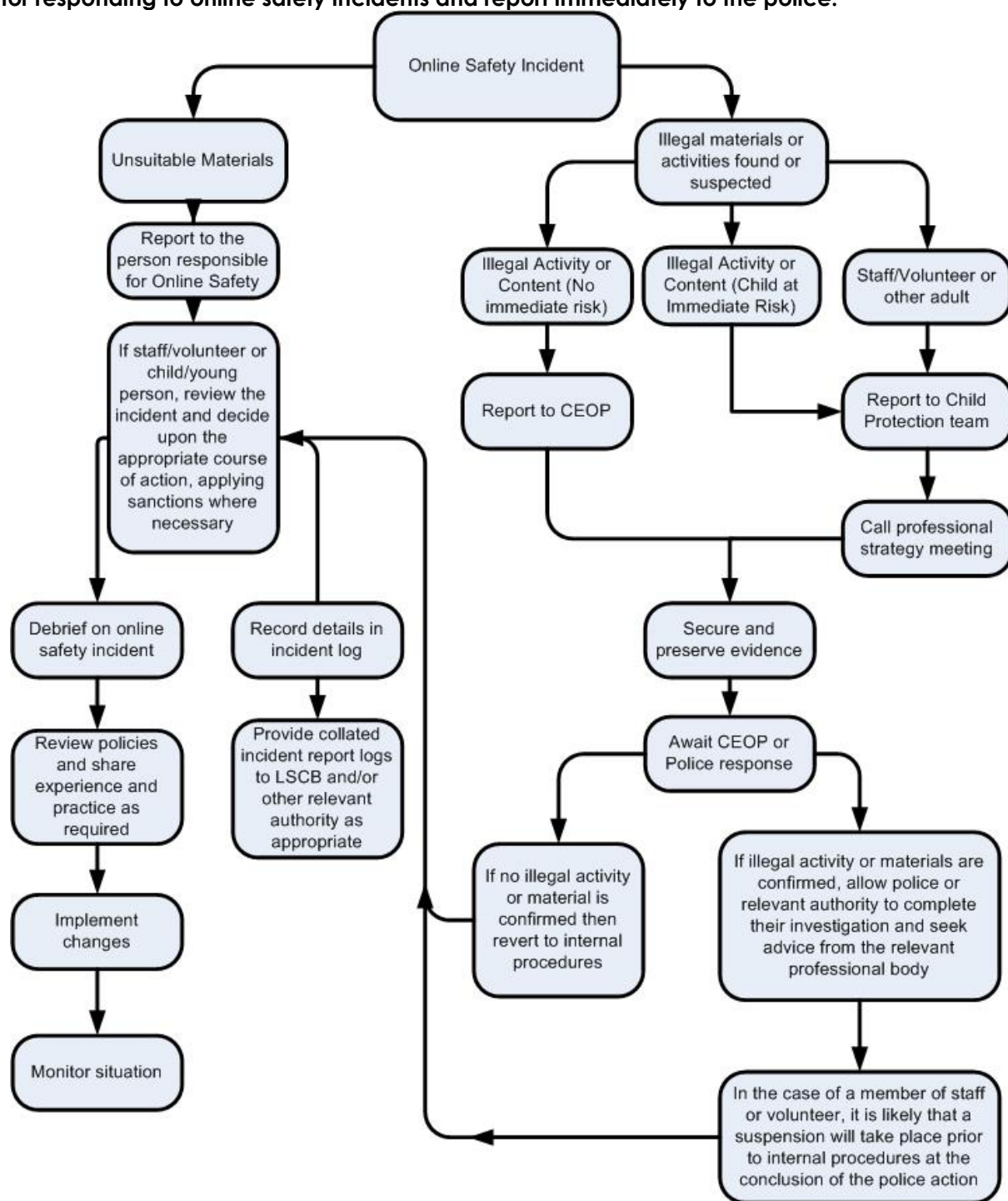
Any other information which may be offensive to colleagues or breaches the integrity of the ethos of the academy or brings the academy into disrepute. .Contrary to the Communications Act 2003.			X
Using academy systems to run a private business. Contrary to the Computer Misuse Act 1990. .			X
Using systems, applications, websites or other mechanisms that bypass the filtering or other safeguards employed by the academy. Contrary to the Regulation of Investigatory Powers Act 2000.			X
Infringing copyright. Contrary to the Copyright, Design and Patents Act 1988.			X
Revealing or publicising confidential or proprietary information (eg financial/personal information, databases, computer/network access codes and passwords). Contrary to the Computer Misuse Act 1990.			X
Creating or propagating computer viruses or other harmful files. Contrary to the Computer Misuse Act 1990.			X
Unfair usage (downloading/uploading large files that hinders others in their use of the internet)		X	
On-line gaming (educational)	X		
On-line gaming (non-educational)		X	
On-line gambling		X	
On-line shopping / commerce	X		
File sharing	X		
Use of social media	X		
Use of messaging apps	X		
Use of video broadcasting e.g. YouTube	X		

### **Responding to incidents of misuse**

This section is intended for use when staff need 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 involve illegal or inappropriate activities (see "User Actions" above).

## Illegal Incidents

If there is any suspicion that the website(s) concerned may contain child abuse images, or if there is any other suspected illegal activity, refer to the right hand side of the Flowchart (below) for responding to online safety incidents and report immediately to the police.



## **Other Incidents**

It is hoped that all members of the academy community will be responsible users of digital technologies, who understand and follow academy policy. However, there may be times when infringements of the policy could take place, through careless or irresponsible or, very rarely, through deliberate misuse

**In the event of suspicion, all steps in this procedure should be followed.**

- Have more than one senior member of staff 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. 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 of Redhill Academy Trust 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.
- Adult material which potentially breaches the obscene publications act.
- Criminally racist material.
- Promotion of terrorism or extremism.
- Other criminal conduct, activity or materials.

**Isolate the computer in question as best you can. Any change to its state may hinder a later police investigation.**

It is important that all of the above steps are taken as they will provide an evidence trail for the academy and possibly the police and demonstrate that visits to these sites were carried out for safeguarding purposes. The completed form should be retained by the group for evidence and reference purposes.

## **Academy Actions & Sanctions**

It is more likely that the academy 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 academy 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:

Pupil Incidents	Refer to Headteacher/Online Safety Lead	Refer to Police	Refer to technical support staff for action re filtering/security etc.	Inform parents/carers	Removal of network/internet access rights	Further sanction eg detention/exclusion
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	X
Unauthorised use of non-educational sites during lessons	X		X	X	X	X
Unauthorised/inappropriate use of mobile phone / digital camera/other mobile device	X		X	X	X	X
Unauthorised/inappropriate use of social media / messaging apps/personal email	X		X	X	X	X
Unauthorised downloading or uploading of files	X		X	X	X	X
Allowing others to access academy network by sharing username and passwords	X		X	X	X	X
Attempting to access or accessing the academy network, using another student's pupil's account	X		X	X	X	X
Attempting to access or accessing the academy network, using the account of a member of staff	X		X	X	X	X
Corrupting or destroying the data of other users	X		X	X	X	X
Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature	X	X	X	X	X	X
Actions which could bring the academy into disrepute or breach the integrity of the ethos of the academy	X	X	X	X	X	X
Using proxy sites or other means to subvert the academy's filtering system	X		X	X	X	X
Accidentally accessing offensive or pornographic material	X		X	X		
Deliberately accessing or trying to access offensive or pornographic material	X	X	X	X	X	X
Receipt or transmission of material that infringes the copyright of another person or infringes GDPR	X		X	X	X	X

Staff Incidents	Refer to Headteacher/Online Safety Lead	Refer to Local Authority	Refer to Police	Refer to Technical Support	Warning	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
Inappropriate personal use of the internet/social media/personal email	X	X	X	X	X	X
Unauthorised downloading or uploading of files	X			X	X	X
Allowing others to access academy network by sharing username and passwords or attempting to access or accessing the academy network, using another person's account	X			X	X	X
Careless use of personal data e.g. holding or transferring data in an insecure manner	X	X		X	X	X
Deliberate actions to breach data protection or network security rules	X			X	X	X
Corrupting or destroying the data of other users or causing deliberate damage to hardware or software	X		X	X	X	X
Sending an email, text or message that is regarded as offensive, harassment or of a bullying nature	X	X	X	X	X	X
Using personal email/social networking/instant messaging/text messaging to carrying out digital communications with pupils	X	X	X	X	X	X
Actions which could compromise the staff member's professional standing	X	X	X	X	X	X
Actions which could bring the academy into disrepute or breach the integrity of the ethos of the academy	X	X	X	X	X	X
Using proxy sites or other means to subvert the academy's filtering system	X		X	X	X	X
Accidentally accessing offensive or pornographic material	X			X		
Deliberately accessing or trying to access offensive or pornographic material	X	X	X	X	X	X
Breaching copyright or licensing regulations	X		X	X	X	X

## **Off Boarding and On Boarding Staff**

If Beth Hunter leaves, the new Computing Lead takes her role.

If GBMlcros stop being the academy's Network Manager, then the new Network Manager takes their role.

If Jenny Bray leaves, then the new Trust IT Manager takes her role.

### **New Staff to the Academy**

1. Read and sign Acceptable Use Policy. Beth Hunter – Computing Lead
2. Read and sign they have read Online Safety Policy. Beth Hunter – Computing Lead
3. Give laptop and record serial number with GBMicros. Beth Hunter – Computing Lead
4. Generate login for laptop and access to the academy server. GBMicros [info@carltonjunior.org.uk](mailto:info@carltonjunior.org.uk)
5. Generate login for RMunify and email address. GBMicros [info@carltonjunior.org.uk](mailto:info@carltonjunior.org.uk)
6. Give access to the correct email groups – eg TJCA All Staff. IT Manager, The Redhill Academy Email: [j.bray@theredhillacademy.org.uk](mailto:j.bray@theredhillacademy.org.uk)
7. Generate a printer code. GBMicros [info@carltonjunior.org.uk](mailto:info@carltonjunior.org.uk)
8. Training is given on how to use the systems in the academy, how to encrypt emails and how to use 141 on your own phone. Beth Hunter – Computing Lead
9. Put photo on the academy website. Angela Cooke – Clerical Assistant

### **Staff Leaving the Academy**

1. Collect in Laptop and check against serial number. Beth Hunter – Computing Lead
2. Remove access for laptop and the academy server. GBMicros [info@carltonjunior.org.uk](mailto:info@carltonjunior.org.uk)
3. Remove access for RMunify and email address. GBMicros [info@carltonjunior.org.uk](mailto:info@carltonjunior.org.uk)
4. Remove access for email groups – eg TJCA All Staff. IT Manager, The Redhill Academy Email: [j.bray@theredhillacademy.org.uk](mailto:j.bray@theredhillacademy.org.uk)
5. Remove access for printer code. GBMicros [info@carltonjunior.org.uk](mailto:info@carltonjunior.org.uk)
6. Remove photo on the academy website. Angela Cooke – Clerical Assistant

### **Asset Disposal**

All redundant equipment will be disposed of through an authorised agency. All redundant equipment that may have held personal data will have the storage media forensically wiped. Alternatively, if the storage media has failed, it will be physically destroyed. The academy will only use authorised companies who will supply a written guarantee that this will happen.

Disposal of any equipment will conform to The Waste Electrical and Electronic Equipment Regulations 2006 and/or The Waste Electrical and Electronic Equipment (Amendment) Regulations 2007. Further information can be found on the Environment Agency website.

### **Reviewing Online Safety**

Technology, and risks and harms related to it evolve and change rapidly. The academy uses the free 360 Degree Safe online safety self-review tool to ensure that we have a good understanding of the current approach to keeping children safe online. It allows the academy to improve our approach where appropriate and to find out about tools which can be used to enable us to do this.



## **Appendices**

### **The Carlton Junior Academy (Staff (and Volunteer) Acceptable Use Policy Agreement**

#### **Academy Policy**

New technologies have become integral to the lives of children and young people in today's society, both within schools and in their lives outside school. The internet and other digital information and communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. They also bring opportunities for staff to be more creative and productive in their work. All users should have an entitlement to safe access to the internet and digital technologies at all times.

#### **This Acceptable Use Policy is intended to ensure:**

- that staff and volunteers will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that academy systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that staff are protected from potential risk in their use of technology in their everyday work.

The academy will try to ensure that staff and volunteers will have good access to digital technology to enhance their work, to enhance learning opportunities for pupils and will, in return, expect staff and volunteers to agree to be responsible users.

#### **Acceptable Use Policy Agreement**

I understand that I must use academy systems in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems and other users. I recognise the value of the use of digital technology for enhancing learning and will ensure that pupils receive opportunities to gain from the use of digital technology. I will, where possible, educate the young people in my care in the safe use of digital technology and embed online safety in my work with young people.

#### **For my professional and personal safety:**

- I understand that the academy will monitor my use of the academy digital technology and communications systems.
- I understand that the rules set out in this agreement also apply to use of these technologies (e.g. laptops, email, RMUnify etc.) out of school, and to the transfer of personal data (digital or paper based) out of school.
- I understand that the academy digital technology systems are primarily intended for educational use and that I will only use the systems for personal or recreational use within the policies and rules set down by the academy.
- I will not disclose my username or password to anyone else, nor will I try to use any other person's username and password. I understand that I should not write down or store a password where it is possible that someone may steal it.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.
- I will not save my personal academy data, the personal data of others or digital/video images of pupils on a removable hard drive/USB device unless it is encrypted.
- I will not save my personal academy data, the personal data of others or digital/video images of pupils on a personal device.
- I will only use RMUnify as a cloud based technology to save my personal academy data, the personal data of others or digital/video images of pupils.
- I understand that digital and video images taken of me can be displayed in the academy and in the Redhill Trust publications and used on the academy and Redhill Trust website/app.



**I will be professional in my communications and actions when using academy IT systems:**

- I will not access, copy, remove or otherwise alter any other user's files, without their express permission.
- I will communicate with others in a professional manner, I will not use aggressive or inappropriate language and I appreciate that others may have different opinions.
- I will ensure that when I take and or publish digital/video images of others I will do so with their permission and in accordance with the academy's policy on the use of digital/video images. I will not use my personal equipment to record these digital/video images. Where these digital/video images are published it will not be possible to identify by name, or other personal information, those who are featured.
- I will only use social networking sites in the academy in accordance with the academy's policies.
- I will only communicate with pupils and parents/carers using official academy systems. Any such communication will be professional in tone and manner.
- I will not engage in any online activity that may compromise my professional responsibilities.
- I will be aware that my relationships and association online may have safeguarding implications and I should avoid online contact with individuals that have been disqualified from working with children.

**The academy and the local authority have the responsibility to provide safe and secure access to technologies and ensure the smooth running of the academy:**

- When I use my mobile devices (laptops/tablets/mobile phones/USB devices etc) in the academy, I will follow the rules set out in this agreement, in the same way as if I was using academy equipment. I will also follow any additional rules set by the academy about such use. I will ensure that any such devices are protected by up-to-date anti-virus software and are free from viruses.
- I will not use personal email addresses on the academy ICT systems.
- I will not open any hyperlinks in emails or any attachments to emails, unless the source is known and trusted, or if I have any concerns about the validity of the email (due to the risk of the attachment containing viruses or other harmful programmes).
- I will ensure that my data is regularly backed up, in accordance with relevant academy policies.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering / security systems in place to prevent access to such materials.
- I will not try (unless I have permission) to make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on a machine, or store programmes on a computer, nor will I try to alter computer settings, unless this is allowed in academy policies.
- I will not disable or cause any damage to academy equipment, or the equipment belonging to others.
- I will only transport, hold, disclose or share personal information about myself or others, as outlined in the Academy GDPR Policy. Where digital personal data is transferred outside the secure local network, it must be encrypted, paper based protected and restricted data must be held in lockable storage.
- I understand that data protection policy requires that any staff or pupil data to which I have access, will be kept private and confidential, except when it is deemed necessary that I am required by law or by academy policy to disclose such information to an appropriate authority.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.

**When using the internet in my professional capacity or for academy sanctioned personal use:**

- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).

**I understand that I am responsible for my actions in and out of the academy:**

- I understand that this Acceptable Use Policy applies not only to my work and use of academy digital technology equipment in the academy, but also applies to my use of academy systems and equipment off the premises and my use of personal equipment on the premises or in situations related to my employment by the academy.
- I understand that if I fail to comply with this Acceptable Use Policy Agreement, I could be subject to disciplinary action. This could include a warning, a suspension, referral to Governors, Headteacher and in the event of illegal activities the involvement of the police.

I have read and understand the above and agree to use the academy digital technology systems (both in and out of the academy) and my own devices (in the academy and when carrying out communications related to the academy) within these guidelines.

Staff/Volunteer Name: .....  
Role in academy: .....  
Signed: .....  
Date: .....

## The Carlton Junior Academy Acceptable Use Agreement for Community Users

### **This Acceptable Use Agreement is intended to ensure:**

- that community users of academy digital technologies will be responsible users and stay safe while using these systems and devices
- that academy systems, devices and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that users are protected from potential risk in their use of these systems and devices

### **Acceptable Use Agreement**

I understand that I must use academy systems and devices in a responsible way, to ensure that there is no risk to my safety or to the safety and security of the systems, devices and other users. This agreement will also apply to any personal devices that I bring into the academy:

- I understand that my use of academy systems and devices and digital communications will be monitored.
- I will not use a personal device that I have brought into the academy for any activity that would be inappropriate in an academy setting.
- I will not try to upload, download or access any materials which are illegal (child sexual abuse images, criminally racist material, adult pornography covered by the Obscene Publications Act) or inappropriate or may cause harm or distress to others. I will not try to use any programmes or software that might allow me to bypass the filtering/security systems in place to prevent access to such materials.
- I will immediately report any illegal, inappropriate or harmful material or incident, I become aware of, to the appropriate person.
- I will not access, copy, remove or otherwise alter any other user's files, without permission.
- I will ensure that if I take and/or publish digital/video images of others I will only do so with their permission. I will not use my personal equipment to record these digital/video images, without permission. If digital/video images are published it will not be possible to identify by name, or other personal information, those who are featured.
- I will not publish or share any information I have obtained whilst in the academy on any personal website, social networking site or through any other means, unless I have permission from the academy.
- I will not, without permission, make large downloads or uploads that might take up internet capacity and prevent other users from being able to carry out their work.
- I will not install or attempt to install programmes of any type on an academy device, nor will I try to alter computer settings, unless I have permission to do so.
- I will not disable or cause any damage to academy equipment, or the equipment belonging to others.
- I will immediately report any damage or faults involving equipment or software, however this may have happened.
- I will ensure that I have permission to use the original work of others in my own work
- Where work is protected by copyright, I will not download or distribute copies (including music and videos).
- I understand that if I fail to comply with this Acceptable Use Agreement, the academy has the right to remove my access to academy systems/devices.

I have read and understand the above and agree to use the academy digital technology systems (both in and out of the academy) and my own devices (in the academy and when carrying out communications related to the academy) within these guidelines.

Name: ..... Signed: .....  
Date: .....

## Photographic/film consent

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As part of our work, we sometimes use photographs/film of our pupils. In order to do this and to comply with GDPR 2018 legislation we require the consent of the child's parent/carer. Any photographs/film taken will only be used in official school promotional work, portraying a positive image of the school and education. The photographs/film may be used on a number of occasions in the future but access will be carefully restricted.

### Promotional work may include

Please ✓

- ☐ school brochure
- ☐ school newsletters
- ☐ publicity for external providers such as theatre companies
- ☐ exhibition display material (conference, event, etc.)
- ☐ Class Dojo
- ☐ school Twitter account
- ☐ school website
- ☐ school displays
- ☐ photos/film taken by the school photographer - these can be purchased by parents/carers
- ☐ photos/film taken by the media

These photos/film may continue to be used once your child has left school.

### For the parent/carer to sign

I, the parent/carer of \_\_\_\_\_ hereby consent to Carlton Junior Academy using photographs for the above-mentioned purposes, as per my selections.

Signed \_\_\_\_\_ Date \_\_\_\_\_

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## Our Code of Conduct - use of Internet/email/ video conferencing/blogging/social media at home/school

In order to keep your child safe we have developed a simple Pupil Code of Conduct (below) which we expect all pupils to follow. Please read the following and get your child to sign below.

### As a pupil, I will

- take care of laptops/iPads and other electronic equipment
  - close the lid of my laptop/or make my iPad go to sleep with the on/off button and then go and tell a responsible adult, if I see anything on the internet that makes me feel uneasy
  - take responsibility for protecting my usernames and passwords and never share them with others
  - only use school devices to go on the internet to undertake activities I have been asked to do
  - be aware that some websites, games and social networks have age restrictions that I should respect
  - respect the rights of others and never use another person's login unless I am given permission to do so
  - ensure that my personal information including my name, address, plans, passwords and telephone number are never made available online without permission of an adult
  - understand the difference between a friend in the real world and an online friend
  - always respect other people's feelings when I communicate online and will never post personal or insulting comments, offensive messages or pictures
  - always ask permission before I post or take images of others
  - never take inappropriate photos on the school iPads or laptops
  - never download or install anything onto the school laptops or iPads unless I am given permission
  - never bring in a mobile phone, tablet or laptop from home for use in school
  - respect the copyright of other people's work and never copy or upload music, pictures, videos or text that are copyrighted because it is against the copyright law
  - immediately report any unpleasant or inappropriate material, messages or anything that makes me feel uncomfortable when I see it online.
  - not respond to a text or message that upsets me but will keep it so that I can show a responsible adult who can help me
-



- use the CEOP Report Abuse button if I need to report anything that I have seen online to the police
- not open an attachment, pop-up, or download a file, unless I know and trust the person who has sent it
- never arrange to meet someone I have only ever previously met on the internet unless I take a responsible adult with me
- check that the information I read on a website is accurate as I understand that not everything I see on the internet is truthful or that it may deliberately try to mislead me
- understand that the academy has the right to take action if I am involved in the points that are covered in this agreement, when I am out of school where they involve my membership of the school community

Signed ..... Date .....  
 (Pupil - after discussion with parent/carer and/or class teacher)

Parents/Carers are requested to sign the Code of Conduct below to show your support of the school in this important aspect of keeping children safe online.

#### **As a parent/carer, I will**

- never place photos or videos taken in school on social networking sites or publish them in any way
- seek the permission from the parents/carers of other children before posting photos or videos on the internet that have been taken outside of the school
- respond on the school Twitter account in an appropriate and respectful way
- communicate on Class Dojo in an appropriate and respectful way being mindful of school working hours
- support my child in developing safe and responsible use of the internet and will inform the school if I have concerns over my child's online safety

#### **I understand that**

- websites, games or contact with others through social media might influence my child's beliefs or behaviour
  - the school will take every reasonable precaution including monitoring and filtering systems to ensure that my child will be safe when they are using the internet
  - my child has signed the Code of Conduct after discussion with me
-

- my child will receive online safety education to help them understand the importance of the safe use of technology and the internet - both in and out of school
- if my child breaks the Pupil Code of Conduct his/her login will be removed for a period of time, to be determined by the Head Teacher, and further disciplinary action may be taken
- all images, text and video on the school's website, school Twitter account and Class Dojo are the property of the school and cannot be copied or shared on social media
- photos of the children that the school use will not provide clear identification of an individual

Signed ..... Date .....  
(Parent/Carer)

## Email/Internet/video conferencing and data agreements

Please ✓

- ☐ I will give permission for my child to use the Internet for research and communication within a filtered network
- ☐ I will give permission for my child to use email, blogs and video conferencing
- ☐ I will give permission for my child to take part in online lessons which will be recorded for safeguarding purposes
- ☐ I will give permission for my child's name to be entered into online educational learning programmes such as Times Table Rock Star in order for them to have an individual login

### Online safety websites you may like to look at

Internet Matters - [www.internetmatters.org/](http://www.internetmatters.org/) Parent Info - [www.parentinfo.org](http://www.parentinfo.org)  
 London Grid for Learning - [www.lgfl.net/online-safety/](http://www.lgfl.net/online-safety/) Net Aware - [www.net-aware.org.uk](http://www.net-aware.org.uk)  
 Think You Know - [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) UK Safer Internet Centre - [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

Signed ..... Date .....  
(Parent/Carer)

If you/your child needs help or wants to report inappropriate behaviour on the internet use the CEOPs Report Abuse button [www.ceoppolice.co.uk](http://www.ceoppolice.co.uk)



# Be smart on the internet

Childnet  
International  
[www.childnet.com](http://www.childnet.com)

**S**

## SAFE

Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.



**M**

## MEETING

Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.



**A**

## ACCEPTING

Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!



**R**

## RELIABLE

Information you find on the internet may not be true, or someone online may be lying about who they are.



**T**

## TELL

Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.

You can report online abuse to the police at [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

THINK  
UK  
KNOW



[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

KidSMART



Visit Childnet's Kidsmart website to play interactive games and test your online safety knowledge. You can also share your favourite websites and online safety tips by Joining Hands with people all around the world.





### **Record of Reviewing Devices**

Person using device:.....  
Date: .....  
Reason for investigation:.....  
.....  
.....

#### Details of first reviewing person

Name: .....  
Position: .....  
Signature: .....

#### Details of second reviewing person

Name: .....  
Position: .....  
Signature: .....

Device	Reason for concern

#### Conclusion and Action proposed or taken


Reporting Log						
Group: .....						
Date	Time	Incident	Action Taken		Incident Reported By	Signature
			What?	By Whom?		

Training Needs Audit Log				
Group: .....				
Relevant training the last 12 months	Identified Training Need	To be met by	Cost	Review Date

## **Keeping Children Safe in Education 2021**

This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014, and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.

See attached Annex D

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## **Annex D: Online Safety**

### **Information and support**

There is a wealth of information available to support schools, colleges and parents/carers to keep children safe online. The following list is not exhaustive but should provide a useful starting point:

### **Advice for governing bodies/proprietors and senior leaders**

- [Childnet](#) provide guidance for schools on cyberbullying
- [Educateagainstthate](#) provides practical advice and support on protecting children from extremism and radicalisation
- [London Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [NSPCC](#) provides advice on all aspects of a school or college's online safety arrangements
- [Safer recruitment consortium](#) "guidance for safe working practice", which may help ensure staff behaviour policies are robust and effective
- [Searching screening and confiscation](#) is departmental advice for schools on searching children and confiscating items such as mobile phones
- [South West Grid for Learning](#) provides advice on all aspects of a school or college's online safety arrangements
- [Use of social media for online radicalisation](#) - A briefing note for schools on how social media is used to encourage travel to Syria and Iraq
- UK Council for Internet Safety have provided advice on, and an [Online Safety Audit Tool](#) to help mentors of trainee teachers and newly qualified teachers induct mentees and provide ongoing support, development and monitoring
- Department for Digital, Culture, Media & Sport (DCMS) [Online safety guidance if you own or manage an online platform](#) provides practical steps on how companies can embed safety into the design of their online platforms. It offers information on common platform features and functions (such as private messaging) and their risks, as well as steps that can be taken to manage that risk.
- Department for Digital, Culture, Media & Sport (DCMS) [A business guide for protecting children on your online platform](#) provides guidance to businesses on how to protect children on their online platform. It outlines existing regulatory requirements and provides best practice advice on how to protect children's

personal data, ensure content is appropriate for the age of users, ensure positive user-to-user interactions and address child sexual exploitation and abuse.

### Remote education, virtual lessons and live streaming

- [Case studies](#) on remote education practice are available for schools to learn from each other
- [Departmental guidance on safeguarding and remote education](#) including planning remote education strategies and teaching remotely
- [London Grid for Learning](#) guidance, including platform specific advice
- [National cyber security centre](#) guidance on choosing, configuring and deploying video conferencing
- [National cyber security centre](#) guidance on how to set up and use video conferencing
- [UK Safer Internet Centre](#) guidance on safe remote learning

### Support for children

- [Childline](#) for free and confidential advice
- [UK Safer Internet Centre](#) to report and remove harmful online content
- [CEOP](#) for advice on making a report about online abuse

### Parental support

- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Commonsensemedia](#) provide independent reviews, age ratings, & other information about all types of media for children and their parents
- [Government advice](#) about protecting children from specific online harms such as child sexual abuse, sexting, and cyberbullying
- [Government advice](#) about security and privacy settings, blocking unsuitable content, and parental controls
- [Internet Matters](#) provide age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world

- [Let's Talk About It](#) provides advice for parents and carers to keep children safe from online radicalisation
  - [London Grid for Learning](#) provides support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
  - [Stopitnow](#) resource from [The Lucy Faithfull Foundation](#) can be used by parents and carers who are concerned about someone's behaviour, including children who may be displaying concerning sexual behaviour (not just about online)
  - [National Crime Agency/CEOP Thinkuknow](#) provides support for parents and carers to keep their children safe online
  - [Net-aware](#) provides support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
  - [Parentzone](#) provides help for parents and carers on how to keep their children safe online
  - [Parent info](#) from Parentzone and the National Crime Agency provides support and guidance for parents from leading experts and organisations
  - [UK Safer Internet Centre](#) provide tips, advice, guides and other resources to help keep children safe online
-

## **Legislation**

At the Carlton Junior Academy, we are aware of the legislative framework under which this Online Safety Policy and guidance has been produced. It is important to note that in general terms an action that is illegal if committed offline is also illegal if committed online.

It is recommended that legal advice is sought in the advent of an online safety issue or situation.

### **Computer Misuse Act 1990**

This Act makes it an offence to

- erase or amend data or programs without authority.
- obtain unauthorised access to a computer.
- "eavesdrop" on a computer.
- make unauthorised use of computer time or facilities.
- maliciously corrupt or erase data or programs.
- deny access to authorised users.

### **Data Protection Act 1998**

This protects the rights and privacy of individual's data. To comply with the law, information about individuals must be collected and used fairly, stored safely and securely and not disclosed to any third party unlawfully. The Act states that person data must be

- fairly and lawfully processed.
- processed for limited purposes.
- adequate, relevant and not excessive.
- accurate.
- not kept longer than necessary.
- processed in accordance with the data subject's rights.
- secure.
- not transferred to other countries without adequate protection.

### **General Data Protection Regulation (GDPR) May 25, 2018**

The GDPR has applied to organisations across the world since 25 May 2018. With the UK now set to leave the European Union, the UK has formalised GDPR into new legislation under the Data Protection Act 2018. GDPR will now sit alongside DPA, however, in most cases, the DPA will be referred to as a matter of law. GDPR was designed to modernise laws that protect the personal information of individuals.

Before GDPR started to be enforced, the previous data protection rules across Europe were first created during the 1990s and had struggled to keep pace with rapid technological changes. GDPR alters how businesses and public sector organisations can handle the information of their customers. It also boosts the rights of individuals and gives them more control over their information.

### **Freedom of Information Act 2000**

The Freedom of Information Act gives individuals the right to request information held by public authorities. All public authorities and companies wholly owned by public authorities have obligations under the Freedom of Information Act. When responding to requests, they have to follow a number of set procedures.

### **Communications Act 2003**

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment. This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

### **Malicious Communications Act 1988**

It is an offence to send an indecent, offensive, or threatening letter, electronic communication or other article to another person.

### **Regulation of Investigatory Powers Act 2000**

It is an offence for any person to intentionally and without lawful authority intercept any communication. Monitoring or keeping a record of any form of electronic communications is permitted, in order to

- establish the facts.
- ascertain compliance with regulatory or self-regulatory practices or procedures.
- demonstrate standards, which are or ought to be achieved by persons using the system.
- investigate or detect unauthorised use of the communications system.
- prevent or detect crime or in the interests of national security.
- ensure the effective operation of the system.

Monitoring but not recording is also permissible, in order to

- ascertain whether the communication is business or personal.
- protect or support help line staff.

The academy reserves the right to monitor its systems and communications in line with its rights under this act.

### **Trade Marks Act 1994**

This provides protection for Registered Trade Marks, which can be any symbol (words, shapes or digital/video images) that are associated with a particular set of goods or services. Registered Trade Marks must not be used without permission. This can also arise from using a Mark that is confusingly similar to an existing Mark.

### **Copyright, Designs and Patents Act 1988**

It is an offence to copy all, or a substantial part of a copyright work. There are, however, certain limited user permissions, such as fair dealing, which means under certain circumstances permission is not needed to copy small amounts for non-commercial research or private study. The Act also provides for moral rights, whereby authors can sue if their name is not included in a work they wrote, or if the work has been amended in such a way as to impugn their reputation. Copyright covers materials in print and electronic form, words, digital/video images, sounds, TV broadcasts and other media (e.g. YouTube).

### **Telecommunications Act 1984**

It is an offence to send a message or other matter that is grossly offensive or of an indecent, obscene or menacing character. It is also an offence to send a message that is intended to cause annoyance, inconvenience or needless anxiety to another that the sender knows to be false.

### **Criminal Justice & Public Order Act 1994**

This defines a criminal offence of intentional harassment, which covers all forms of harassment, including sexual. A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, they

- use threatening, abusive or insulting words or behaviour, or disorderly behaviour; or
- display any writing, sign or other visible representation, which is threatening, abusive or insulting, thereby causing that or another person harassment, alarm or distress.

### **Racial and Religious Hatred Act 2006**

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

### **Protection from Harassment Act 1997**

A person must not pursue a course of conduct, which amounts to harassment of another, and which he/she knows or ought to know amounts to harassment of the other. A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him/her is guilty of an offence.

### **Protection of Children Act 1978**

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent digital/video images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a



digital/video image. A digital/video image of a child also covers pseudo-photographs (digitally collated or otherwise). A person convicted of such an offence may face up to 10 years in prison.

### **Sexual Offences Act 2003**

A grooming offence is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet). It is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence. Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification. It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. (Typically, teachers, social workers, health professionals, connexions staff fall in this category of trust). Any sexual intercourse with a child under the age of 13 commits the offence of rape.

### **Public Order Act 1986**

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence. Children, Families and Education Directorate page 38 April 2007.

### **Obscene Publications Act 1959 and 1964**

Publishing an "obscene" article is a criminal offence. Publishing includes electronic transmission.

### **Human Rights Act 1998**

This does not deal with any particular issue specifically or any discrete subject area within the law. It is a type of "higher law", affecting all other laws. In the academy context, human rights to be aware of include

- the right to a fair trial.
- the right to respect for private and family life, home and correspondence.
- freedom of thought, conscience and religion.
- freedom of expression.
- freedom of assembly.
- prohibition of discrimination.
- the right to education.

These rights are not absolute. The academy is obliged to respect these rights and freedoms, balancing them against those rights, duties and obligations, which arise from other relevant legislation.

### **The Education and Inspections Act 2006**

Empowers Headteachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the academy site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour.

### **The Education and Inspections Act 2011**

Extended the powers included in the 2006 Act and gave permission for Headteachers (and nominated staff) to search for electronic devices. It also provides powers to search for data on those devices and to delete data.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

### **The Protection of Freedoms Act 2012**

Requires schools to seek permission from a parent/carers to use Biometric systems.

### **The School Information Regulations 2012**

Requires schools to publish certain information on its website:

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

### **Serious Crime Act 2015**

Introduced new offence of sexual communication with a child. Also created new offences and orders around gang crime (including CSE).

## **Links to other Organisations or Documents**

UK Safer Internet Centre

Safer Internet Centre – <https://www.saferinternet.org.uk/>

South West Grid for Learning - <https://swgfl.org.uk/products-services/online-safety/>

Childnet – <http://www.childnet-int.org/>

Professionals Online Safety Helpline - <http://www.saferinternet.org.uk/about/helpline>

Internet Watch Foundation - <https://www.iwf.org.uk/>

[LGfL – Online Safety Resources](#)

[Kent – Online Safety Resources page](#)

INSAFE / Better Internet for Kids - <https://www.betterinternetforkids.eu/>

UK Council for Child Internet Safety (UKCCIS) - [www.education.gov.uk/ukccis](http://www.education.gov.uk/ukccis)

Netsmartz - <http://www.netsmartz.org/>

CEOP - <http://ceop.police.uk/>

ThinkUKnow - <https://www.thinkuknow.co.uk/>

### **Tools for Schools**

Online Safety BOOST – <https://boost.swgfl.org.uk/>

360 Degree Safe – Online Safety self-review tool – <https://360safe.org.uk/>

360Data – online data protection self review tool: [www.360data.org.uk](http://www.360data.org.uk)

### **Bullying/Online-bullying/Sexting/Sexual Harassment**

Enable – European Anti Bullying programme and resources (UK coordination / participation through SWGfL & Diana Awards) - <http://enable.eun.org/>

Scottish Anti-Bullying Service, Respect me - <http://www.respectme.org.uk/>

Scottish Government - Better relationships, better learning, better behaviour -

<http://www.scotland.gov.uk/Publications/2013/03/7388>

DfE - Online bullying guidance -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Online\\_bullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Online_bullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

Childnet – Online bullying guidance and practical PSHE toolkit:

<http://www.childnet.com/our-projects/online-bullying-guidance-and-practical-toolkit>

[Childnet – Project deSHAME – Online Sexual Harassment](#)

[UKSIC – Sexting Resources](#)

Anti-Bullying Network – <http://www.antibullying.net/online-bullying-1.htm>

[Ditch the Label – Online Bullying Charity](#)

[Diana Award – Anti-Bullying Campaign](#)

### **Social Networking**

Digizen – [Social Networking](#)

UKSIC - [Safety Features on Social Networks](#)

[Children's Commissioner, TES and Schillings – Young peoples' rights on social media](#)

### **Curriculum**

[SWGfL Digital Literacy & Citizenship curriculum](#)

[UKCCIS – Education for a connected world framework](#)

Teach Today – [www.teachtoday.eu/](http://www.teachtoday.eu/)

Insafe - [Education Resources](#)

### **Mobile Devices/BYOD**

Cloudlearn Report [Effective practice for schools moving to end locking and blocking](#)

NEN - [Guidance Note - BYOD](#)

### **Data Protection**

[360data - free questionnaire and data protection self review tool](#)

[ICO Guide for Organisations \(general information about Data Protection\)](#)

[ICO Guides for Education \(wide range of sector specific guides\)](#)

[DfE advice on Cloud software services and the Data Protection Act](#)

[ICO Guidance on Bring Your Own Device](#)

[ICO Guidance on Cloud Computing](#)

[ICO - Guidance we gave to schools - September 2012](#)

[IRMS - Records Management Toolkit for Schools](#)

[NHS - Caldicott Principles \(information that must be released\)](#)

[ICO Guidance on taking photos in schools](#)

[Dotkumo - Best practice guide to using photos](#)

### **Professional Standards/Staff Training**

[DfE – Keeping Children Safe in Education](#)

[DfE - Safer Working Practice for Adults who Work with Children and Young People](#)

[Childnet – School Pack for Online Safety Awareness](#)

[UK Safer Internet Centre Professionals Online Safety Helpline](#)

### **Infrastructure/Technical Support**

[UKSIC – Appropriate Filtering and Monitoring](#)

[Somerset - Questions for Technical Support](#)

[NEN – Advice and Guidance Notes](#)

### **Working with Parents and Carers**

[SWGfL Digital Literacy & Citizenship curriculum](#)

[Online Safety BOOST Presentations - parent's presentation](#)

[Vodafone Digital Parents Magazine](#)

[Childnet Webpages for Parents & Carers](#)

[Get Safe Online - resources for parents](#)

[Teach Today - resources for parents workshops / education](#)

[The Digital Universe of Your Children - animated videos for parents \(Insafe\)](#)

[Cerebra - Learning Disabilities, Autism and Internet Safety - a Parents' Guide](#)

[Insafe - A guide for parents - education and the new media](#)

### **Research**

[EU Kids on Line Report - "Risks and Safety on the Internet" - January 2011](#)

[Futurelab - "Digital participation - its not chalk and talk any more!"](#)

[Ofcom –Media Literacy Research](#)

**Redhill Academy Trust Safeguarding protocols during Coronavirus (Covid-19) and the enforced partial closure of schools.**

**Online safety**

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and for children in academy our filtering and monitoring software remains in use during this time to safeguard and support children.

Where staff are interacting with children online they will continue to follow our IT acceptable use policy. Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will report that concern to the DSL or to a deputy DSL as they would with all safeguarding concerns. Any contact will be through the parental email address, not a child's personal email address.

Parents will be advised of different links that are available to them to support them in helping to keep their child safe online:

- Thinkyouknow (advice from the National Crime Agency to stay safe online)
- Internet matters
- Parentinfo
- LGfL
- Net-aware (advice from the NSPCC)

## **Pupil Acceptable Use Policy (AUP) for Live Lessons using Zoom**

Parents/Carers must ensure that they read this policy alongside their child before using Zoom to access live lessons.

This AUP is essential for managing and sustaining the integrity and legality of The Carlton Junior Academy network and computing resources.

Please read and send a message to the class teacher via Class Dojo, to let them know that you agree to the following protocols. These will help to protect you and your child.

- Do not create or use an existing Zoom account for your child. Always join a meeting by following the link the teacher has sent. We will be using our school account for this.
- Make sure the Meeting ID and Password is from our school Class Dojo platform.
- When joining a live lesson make sure that the name that appears on the screen for your child is their first name and the initial of their surname, so that the teacher can let them into the lesson.
- For your child's safety we may record the lesson. The recordings are kept for 6 months and no-one is permitted to view them without good reason and only with permission from the headteacher.
- Children and parents are not permitted to start a meeting, make screen grabs, take photos of or record any of the live lessons and share them.
- Children are not permitted to call, chat, set up private groups between each other.
- Ideally, your child should be somewhere in their home away from others so that they can concentrate and so that siblings or other household members will not inadvertently broadcast to the class.
- Children should not be in a room on their own with a closed door and an adult should frequently check in on them.
- Parents should think about what is in the background and if possible blur the background for their child if in a virtual lesson which involves a camera.
- Children should be fully dressed for live meetings (no nightwear) and wear their school uniform top.
- Microphones should be muted, unless directed by the teacher to turn them on.
- Your child can use the hands up tool (if available) if they want to talk.
- When written chat is enabled it should be appropriate and polite and your child should never upload anything into this chat.
- Your child is expected to follow the usual high standards of behaviour as they would in school.
- Children/parents must hang up at the end of the lesson once instructed to do so. The teacher must be the last person in the meeting to hang up.
- Children should not respond to contact requests made from someone they don't know during the live session. They must report any such requests to the class teacher.
- Teaching staff reserve the right to remove a pupil from the meeting if the above rules are not adhered to and appropriate sanctions will be taken.
- We aim to make sure that there are two staff members on the video call.
- There should be no inappropriate content on any of our video calls. Please contact the school if you are concerned about any of the content of the video call.

This runs alongside the school ICT Acceptable Use Policy and Online Safety Policy.

## The Carlton Junior Academy Protocols for live teaching with Zoom

### **Introduction**

These protocols aim to ensure that live lessons with pupils are safe, secure and continue to model the high standards set by our school with our pupils.

This is guidance for running live lessons over Zoom and how to do this safely and best engage the pupils.

**Parental consent is being sought as we are recording the sessions to safeguard you as a teacher. The recordings of the live lessons can't be shared with parents/carers. They are to be downloaded to the agreed area on the server. The recordings are kept for 6 months and no-one is permitted to view them without seeking permission from the Headteacher.**

### Principles of live teaching

- Adhere to the Academy Staff Code of Conduct and Behaviour Policy re: professional attire, language etc.
- Treat a live virtual classroom just as you would a classroom at school.
- Use the video facility if you are comfortable to do so.
- Mute participants to reduce background noise (this applies mainly to your participants).
- Ensure you sit in a well-lit room.
- Be mindful of what is behind you. If possible have a solid wall behind you, not a mirror or blur/turn on a virtual background.
- Do not post pictures of your virtual class on social media or elsewhere online.
- Inform DSL if you have any safeguarding concerns.
- Inform SLT if any issues occur during your live lesson.

### Using Zoom

- Always use your school Zoom account and ensure the settings are the same as stated in the help video.
- The title of Zoom meetings will include the lesson and year group.
- Password-protect the meeting.
- Post the Meeting ID and Passcode to the lesson in advance via Class Dojo. **Do not share the link.**
- Do not schedule a meeting as a recurring meeting as it will use the same Meeting ID and Passcode.
- Use a random meeting ID for each lesson (generate automatically) – this is best practice, so the ID can't be shared multiple times.
- Ensure that you are on time to start your live lesson.
- Factor in approximately 5 minutes for pupils to enter the session. Lock Meetings once they have begun, so that no one else can enter.

- Make a note of who attends each live lesson and follow-up non-attendance.
- Teachers will ensure that the video settings for the children are off when joining. The teacher will be in charge of putting the cameras on and off for each individual child.
- Consider timings of live lessons to avoid clashes for siblings.
- Ensure the child's screen name is their first name and the initial of their surname, not their parent's name or the name of the device they are using.
- Parents can join on computers, iPads, tablets and phones.
- Teachers will have control over the screen sharing facility.
- The Waiting Room feature will be used to protect our Zoom virtual classroom and keep out those who aren't supposed to be there. They will be allowed access one-by-one to the virtual classroom.
- The chat facility (typed comments) will be controlled by the host/teacher. It can be turned off for all pupils.
- Teachers will remove any unknown participants from the lesson if necessary and appropriate actions will be taken to report incidents to SLT.
- Children not following the behaviour code can be removed from the live lesson. This will be followed-up with parents.
- Children cannot join the live lesson before the teacher joins and will see a pop-up that says, "The meeting is waiting for the host to join."
- Teachers will disable participant annotation in the screen sharing controls to prevent children from annotating on a shared screen and disrupting the live lesson.
- Teachers will always exit the "live meeting for all" at the end and be the last person to leave.
- Teachers will encourage an adult to be within 'hearing' distance during the child's live lesson.
- We will aim to have two members of staff present during the live lesson – one to deliver and one to monitor the chat if turned on and pupils in the lesson.
- Children at school will be able to access live lessons.

**Additionally, teachers have a couple of in-meeting options to control your virtual classroom:**

- Disable video: Turn off a pupil's video to block distracting content or inappropriate gestures during class is in session.
- Mute pupils: Mute/unmute individual or all children. Live lessons will be Muted Upon Entry.
- Attendee on-hold: An alternative to removing a user, you can momentarily disable their audio/video connections. Click on the attendee's video thumbnail and select Start Attendee On-Hold to activate.
- Recording meetings – We will remind children of the protocols and not to share personal information at the start of live lessons. Once recorded, lessons are to be downloaded to the agreed area on the server. The recordings are kept for 6 months and no-one is permitted to view them without seeking permission from the Headteacher.
- Security Icon in Toolbar: Visible only to hosts and co-hosts of Zoom Meetings, the Security button provides easy access to several existing Zoom security features, as well as a new option to turn on the Waiting Room in-meeting. This button allows us to remove

participants, lock the meeting, and decide if we want to allow our participants to screen share, chat, rename themselves, and annotate on shared content.

**Our first and ongoing virtual lessons**

- We will spend some time at the beginning checking that pupils understand their audio and video. This may be through a quick game at the start of the call!
- We will discuss online etiquette and expectations of the pupils in their first virtual class and periodically revisit this topic.
- We will take time to promote questions, comments, and reactions from the class. We will show them how muting and unmuting works and support them with asking questions or sharing comments aloud. Microphones should be muted, unless directed by the teacher to turn them on. The child can use the hands up tool if they want to talk (if available on their device).

**Most importantly, we are aiming to have fun with this new technology, engage in social interaction virtually, and keep children learning.**



Posters to be displayed in the academy



### ZIP IT

Keep your personal stuff private and think about what you say and do online.



### BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



### FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.



# Our Academy's World Wide Web

## Online Safety Rules

1. When searching on the World Wide Web always type **facts for kids** after the thing you are searching for.

Q Dorothy Vaughan facts for kids

2. If you see something on the World Wide Web when you are using a laptop, that makes you feel uncomfortable, close the lid immediately and then tell the adult in the room.



3. If you see something on the World Wide Web when you are using an iPad, that makes you feel uncomfortable, turn it over, put it on the desk and then tell the adult in the room.



4. Never get rid of or close the webpage as we need to report it to our technician so that they can stop anyone else from seeing it.



5. When you are connected to the internet, you must always be supervised by a member of staff.



# **Social Media Policy**

## **Written in accordance with the Online Safety Policy and Acceptable Use Policies**

**September 2021**

Review: September 2022

## **We Grow Greatness**

**Online Safety Lead – Beth Hunter**

Social media (e.g. Facebook, Twitter, WhatsApp, Snapchat, LinkedIn) is a broad term for any kind of online platform which enables people to directly interact with each other. However, some games, for example Minecraft and video sharing platforms such as YouTube have social media elements to them. There are many more examples of social media than can be listed here. For the purpose of this document, the term 'social media' is not exhaustive and applies to the use of communication technologies such as mobile phones, cameras, tablets, other handheld devices, wearable technology and other emerging forms of communication.

The Carlton Junior Academy recognises the numerous benefits and opportunities which a social media presence offers. We aim to use social media to promote the good reputation of the academy and share successes and news with the academy community. However, there are some risks associated with social media use, especially around the issues of safeguarding, bullying and personal reputation. The policy cannot cover all eventualities. If in doubt, staff should use their own professional judgement and contact a member of the Senior Leadership Team. This policy aims to encourage the safe use of social media by the academy, its staff, parents, carers and children.

## Scope

This policy is subject to the academy's codes of conduct and acceptable use agreements.

This policy:

- Applies to all staff, governors, parents/carers, pupils and to all online communications which directly or indirectly, represent the academy.
- Applies to online communications posted at any time and from anywhere.
- Encourages the safe and responsible use of social media through training and education.
- Aims to safeguard pupils and adults associated to the academy.
- Defines the monitoring of public social media activity pertaining to the academy.
- Sets clear expectations of behaviour and codes of practice relevant to social networking for educational, personal and recreational use.
- Gives a clear message that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken.
- Supports safer working practice.
- Minimises the risk of misplaced or malicious allegations made against adults who work with pupils.
- Reduces the incidence of positions of trust being abused or misused.
- Helps everyone use social media effectively to enhance teaching and learning.

The academy respects privacy and understands that staff and pupils may use social media forums in their private lives. However, personal communications likely to have a negative impact on professional standards and/or the academy's reputation are within the scope of this policy.

Professional communications are those made through official channels, posted on an academy account or using the academy name. All professional communications are within the scope of this policy.

Personal communications are those made via a personal social media accounts. In all cases, where a personal account is used which associates itself with, or impacts on, the academy, it must be made clear that the member of staff is not communicating on behalf of the academy 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 academy are outside the scope of this policy.

Digital communications with pupils are also considered. Staff may use Class Dojo to communicate with learners via an academy account for teaching and learning purposes.

## Organisational Control

### Roles & Responsibilities

- Senior Leadership Team
  - Facilitate training and guidance on social media use.
  - Develop and implement the Social Media Policy.
  - Take a lead role in investigating any reported incidents.

- Make an initial assessment when an incident is reported and involve appropriate staff and external agencies as required.
- Receive completed applications for social media accounts.
- Approve account creation.
- Administrator/Moderator
  - Create the account following Senior Leadership Team approval.
  - Store account details, including passwords securely.
  - Regularly monitor and contribute to the account.
  - Control the process for managing an account after the lead staff member has left the organisation (closing or transferring).
  - Ensure that privacy settings are set correctly.
- Staff
  - Know the contents of the account and ensure that any use of social media is carried out in line with this and other relevant policies.
  - Attend appropriate training.
  - Regularly monitor, update and manage content he/she has posted via the academy accounts.
  - Add an appropriate disclaimer to personal accounts when naming the academy.

## **Process for Creating New Accounts**

The academy community is encouraged to consider if a social media account will help them in their work. Anyone wishing to create such an account must seek permission from the Senior Leadership Team.

They must state the following points:-

- The aim of the account.
- The intended audience.
- How the account will be promoted.
- Who will run the account (at least two staff members should be named).
- Will the account be open or private/closed.

Following consideration by the Senior Leadership Team an application will be approved or rejected. In all cases, the Senior Leadership Team must be satisfied that anyone running a social media account on behalf of the academy has read and understood this policy and received appropriate training. This also applies to anyone who is not directly employed by the academy, including volunteers or parents.

## **Monitoring Accounts**

- Academy accounts must be monitored by the Administrator/Moderator regularly and frequently. This will be overseen by the Senior Leadership Team. Any comments, queries or complaints made through those accounts must be responded to promptly even if the response is only to acknowledge receipt. Regular monitoring and intervention are essential in case a situation arises where bullying or any other inappropriate behaviour arises on an academy social media account.

## **Monitoring Posts about the Academy**

- As part of active social media engagement, it is considered good practice to pro-actively monitor the Internet for public postings about the academy.
- The academy should effectively respond to social media comments made by others according to this policy.

## **Behaviour**

- The academy requires that all users using social media adhere to the standard of behaviour as set out in this policy and other relevant policies.
- Digital communications by staff must be professional and respectful at all times and in accordance with this policy.
- Staff will not use social media to infringe on the rights and privacy of others or make ill-considered comments or judgments about staff.
- Academy social media accounts must not be used for personal gain.

- Staff must ensure that confidentiality is maintained on social media even after they leave the employment of the academy.
- Users must declare who they are in social media posts or accounts. Anonymous posts are discouraged in relation to academy activity.
- If a journalist makes contact about posts made using social media, staff must contact the headteacher who will seek support from the Redhill Academy Trust to formulate an appropriate response.
- Unacceptable conduct, (e.g. defamatory, discriminatory, offensive, harassing content or a breach of data protection, confidentiality, copyright) will be considered extremely seriously by the academy and will be reported as soon as possible to the Senior Leadership Team, and escalated where appropriate.
- The use of social media by staff while at work may be monitored, in line with academy policies. The academy permits reasonable and appropriate access to private social media sites. However, where excessive use is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken.
- The academy will take appropriate action in the event of breaches of the Social Media Policy. Where conduct is found to be unacceptable, the academy will deal with the matter internally. Where conduct is considered illegal, the academy will report the matter to the police and other relevant external agencies, and may take action according to the Disciplinary Policy.

## **Legal Considerations**

- Users of social media should consider the copyright of the content they are sharing and, where necessary, should seek permission from the copyright holder before sharing.
- Users must ensure that their use of social media does not infringe upon relevant data protection laws, or breach confidentiality.

## **Handling Abuse**

- When acting on behalf of the academy, offensive comments will be handled swiftly and with sensitivity by the Administrator/Moderator. This will be overseen by the Senior Leadership Team.
- If a conversation turns and becomes offensive or unacceptable, academy users should block, report or delete other users or their comments/posts. The Senior Leadership Team should inform the audience exactly why the action was taken. Staff are advised to take screen shots of such incidents recording the time and date before they are deleted. This should be done as soon as possible.
- If you feel that you or someone else is subject to abuse through use of a social networking site, then this action must be reported using the agreed academy protocols.
- All incidents will be taken seriously and dealt with in accordance with the relevant policies.

## **Tone**

The tone of content published on social media should be appropriate to the audience, whilst retaining appropriate levels of professional standards. Key words to consider when composing messages are:

- Engaging
- Conversational
- Informative
- Friendly

## **Use of images**

The Carlton Junior Academy's use of images can be assumed to be acceptable, providing the following guidelines are strictly adhered to.

- Permission to take or use any photos or video recordings should be sought in line with the academy's digital and video images protocol included in the Online Safety Policy.
- If anyone, for any reason, asks not to be filmed or photographed then their wishes should be respected.
- Staff's personal phones should not be used to record photos or video of pupils.
- Under no circumstances should staff share or upload pupil photos or video online other than via academy owned social media accounts, on the academy website or on Class Dojo.

- Pupils should be appropriately dressed, not be subject to ridicule and must not be on any academy list of children whose images must not be published.
- If a member of staff inadvertently takes a compromising picture which could be misconstrued or misused, they must delete it immediately and talk to the Senior Leadership Team.

## **Personal Use**

- Staff
  - Personal communications are those made via a personal social media accounts. In all cases, where a personal account is used which associates itself with the academy or impacts on the academy, it must be made clear that the member of staff is not communicating on behalf of the academy with an appropriate disclaimer. Such personal communications are within the scope of this policy.
  - Social media being used for professional development and networking should maintain professional conduct and appropriate confidentiality at all times.
  - Personal communications which do not refer to or impact upon the academy are outside the scope of this policy.
  - Where excessive personal use of social media in the academy is suspected, and considered to be interfering with relevant duties, disciplinary action may be taken.
  - The academy permits reasonable and appropriate access to private social media sites.
  - Staff are not permitted to follow or engage with current or prior pupils of the academy on any personal social media network account.
- Pupils
  - The academy's education programme should enable the pupils to be safe and responsible users of social media.
  - Pupils are encouraged to comment or post appropriately about the academy and with anyone who attends the academy. Any offensive or inappropriate comments will be resolved by the use of the academy's Behaviour Policy and Online Safety Policy.
- Parents/Carers
  - If parents/carers have access to an academy learning platform where posting or commenting is enabled, parents/carers will be informed about acceptable use.
  - The academy takes an active role in supporting the safe and positive use of social media. This includes information on the website, regular newsletters and updates.
  - Parents/Carers must not share images of other children or staff taken on the academy premises on social media platforms. In the event of this happening, the academy will ask the parent/carer to remove the post and invite them to discuss the issues in person. If necessary, police or legal advice will be sought to resolve the issues.
  - Parents/Carers will be referred to the academy's complaints procedures, if required.
  - Parents/Carers are encouraged to comment or post appropriately about the academy. In the event of any offensive or inappropriate comments being made, the academy will ask the parent/carer to remove the post and invite them to discuss the issues in person. If necessary, parents will be referred to the academy's complaints procedures.
  - Any abusive posts may be reported to police or the Trust's legal services.

## **Personal Data (GDPR)**

Full names, addresses, locations, phone numbers and other personal data that can be used to identify a person will not be included on the social media posts.

## **Appendix**

### **Managing your Personal use of Social Media:**

- "Nothing" on social media is truly private.

- Social media can blur the lines between your professional and private life. Don't use the academy logo and/or branding on personal accounts.
- Check your settings regularly and test your privacy.
- Keep an eye on your digital footprint.
- Keep your personal information private.
- Regularly review your connections – keep them to those you want to be connected to.
- When posting online consider; Scale, Audience and Permanency of what you post.
- If you want to criticise, do it politely.
- Take control of your images – do you want to be tagged in an image? What would children or parents say about you if they could see your images?
- Know how to report a problem.

## **Managing the Academy's Social Media Accounts**

### **The Do's**

- Check with the Senior Leadership Team before publishing content that may have controversial implications for the academy.
- Use a disclaimer when expressing personal views.
- Make it clear who is posting content.
- Use an appropriate and professional tone.
- Be respectful to all parties.
- Ensure you have permission to 'share' other peoples' materials and acknowledge the author.
- Express opinions but do so in a balanced and measured manner.
- Think before responding to comments and, when in doubt, get a second opinion.
- Seek advice and report any mistakes using the academy's reporting process.
- Turn off tagging people in images where possible.
- Consider the appropriateness of content for any audience of academy accounts.

### **The Don'ts**

- Don't make comments, post content or link to materials that will bring the academy into disrepute.
- Don't publish confidential or commercially sensitive material.
- Don't breach copyright, data protection or other relevant legislation.
- Don't link to, embed or add potentially inappropriate content.
- Don't post derogatory, defamatory, offensive, harassing or discriminatory content.
- Don't use social media to air internal grievances.



## Glossary of Terms

<b>AUP/AUA</b>	Acceptable Use Policy / Agreement – see templates earlier in this document
<b>CEOP</b>	Child Exploitation and Online Protection Centre (part of UK Police, dedicated to protecting children from sexual abuse, providers of the Think U Know programmes.
<b>CPD</b>	Continuous Professional Development
<b>FOSI</b>	Family Online Safety Institute
<b>ICO</b>	Information Commissioners Office
<b>ICT</b>	Information and Communications Technology
<b>ICTMark</b>	Quality standard for schools provided by NAACE
<b>INSET</b>	In Service Education and Training
<b>IP address</b>	The label that identifies each computer to other computers using the IP (internet protocol)
<b>ISP</b>	Internet Service Provider
<b>ISPA</b>	Internet Service Providers' Association
<b>IWF</b>	Internet Watch Foundation
<b>LA</b>	Local Authority
<b>LAN</b>	Local Area Network
<b>LSCB</b>	Local Safeguarding Children Board
<b>MIS</b>	Management Information System
<b>NEN</b>	National Education Network – works with the Regional Broadband Consortia (e.g. SWGfL) to provide the safe broadband provision to schools across Britain.
<b>Ofcom</b>	Office of Communications (Independent communications sector regulator)
<b>SWGfL</b>	South West Grid for Learning Trust – the Regional Broadband Consortium of SW Local Authorities – is the provider of broadband and other services for schools and other organisations in the SW
<b>TUK</b>	Think U Know – educational online safety programmes for schools, young people and parents.
<b>VLE</b>	Virtual Learning Environment (a software system designed to support teaching and learning in an educational setting,
<b>WAP</b>	Wireless Application Protocol
<b>UKSIC</b>	UK Safer Internet Centre – EU funded centre. Main partners are SWGfL, Childnet and Internet Watch Foundation.



# Choosing Online Tutors

Safeguarding considerations and guidance  
when appointing tutors  
Guidance for Schools in England

**Tutoring online will include unsupervised activities with children, such as unsupervised teaching and training children. Consequently, it should be considered as a regulated activity.**

Therefore the requirements of Keeping Children Safe in Education (KCSIE 2019 and 2020) and Safer Recruitment apply. Leaders should therefore ensure that they complete all appropriate suitability checks on companies and individuals and should refer to the section title online learning at home.

## Recruitment Checklist

**Safer recruitment guidance included in KCSIE states:**

*When appointing or contracting new staff [ie a tutor], schools and colleges must:*

- *Verify a candidate's identity*
- *Obtain an enhanced DBS certificate*
- *Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;*
- *Verify the person's right to work in the UK*
- *If the person has lived or worked outside the UK, make any further checks the school or college consider appropriate; and*
- *Verify professional qualifications [and references], as appropriate*

It is your responsibility to verify with any agency you may have appointed that these requirements have been completed.

Schools and colleges must maintain a single central record of pre-appointment checks. This should include all appointed tutors

Further considerations for Leaders:

- Target your recruitment to meet the needs of the individual pupils
- Match the needs of your children to the skills and experience of the tutor
- When contracting with agencies, aim for consistency of tutors for each pupil
- Decide and specify how tutors will work with children online (platforms, application, schemes, policy and processes)

**[swgfl.org.uk/saferemotelearning](https://swgfl.org.uk/saferemotelearning)**



## Expectations Checklist

- The safeguarding of pupils is paramount and takes precedence over all
- Identify a suitable environment for the call. Discourage, where possible, pupils from making video calls from their bedroom
- Appropriate clothing for all participants
- No personal items visible in the background
- Distractions and disturbances minimised
- Use a headset or headphones
- Cameras optional, but preferred
- Adherence of all to relevant behaviour and conduct policies
- Maintain a central register of all video calls and contacts - include the link to the call
- Adherence to the pre-agreed policy for the recording of sessions
- Involve parents and carers to ensure that they are well-informed
- Be conscious of confidentiality when working online

## Induction Checklist

It is **vitaly important** to ensure that tutors understand the values and ethos of your school.

### Safeguarding Children

- Share required documentation and staff handbook
- Safeguarding and child protection
  - Your policies and expectations (inc. conduct and working practices)
  - KCSIE Part 1
  - Know how to report a child protection concern to the school
  - Are they knowledgeable in Remote Working for Education professionals
  - Do they have an up-to-date training in safeguarding and online safeguarding training and e-learning training on PREVENT)
  - Knowledge of the school's data protection processes and expectations
- Consider how to share information with the tutor about individual pupils' needs (include any relevant SEN information)

### Safeguarding Technology

- Agree which technology/systems will be used and provide access
- Complete connectivity and technology checks before starting
- Agree quality assurance practices and monitoring approaches
- Agree if online sessions are to be recorded in line with local guidance and practice. Please note: any recordings must not be used for any performance management purposes

### Further Reading

UKCIS External Visitors, SWGfL Safe Remote Learning, 360 degree Safe

[swgfl.org.uk/saferemotelearning](https://swgfl.org.uk/saferemotelearning)