Bexley Grammar School

E-Safety Policy

1. Rationale

Safe Internet use and the importance of being safe and responsible online are two of the most important principles for all members of our school community. The purpose of this policy is to set out the key expectations of all members of the school community at Bexley Grammar School with respect to the use of ICT-based technologies and to safeguard and protect both students and staff. It's important that we all work safely and responsibly with the Internet and other communication technologies and to monitor our own standards and practices. This document, and the related advice for students, staff and Parents/Carers, sets out clear expectations of behaviour relevant to responsible use of the Internet for educational, personal or recreational use. It clarifies the structures for Parents/Carers, students and staff that we have in place to deal with inappropriate online behaviours such as cyberbullying and sexting, linked to our Safeguarding and Child Protection Policy, Behaviour Policy and ICT User Agreement. It clarifies to all members of the school community that unlawful or unsafe behaviour is unacceptable and that, where appropriate, disciplinary or legal action will be taken. By clearly setting out the School's approach to e-Safety we will minimise the risk of inappropriate or malicious behaviour and the consequences that those behaviours can have.

This policy aims to promote a whole school approach to online safety by:

- Setting out expectations for all Bexley Grammar School community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)
- Helping safeguarding and senior leadership teams to have a better understanding and awareness of filtering and monitoring through effective collaboration and communication with technical colleagues
- Helping all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, regardless of device or platform, and that the same standards of behaviour apply online and offline.
- Facilitating the safe, responsible, respectful and positive use of technology to support teaching & learning, increase attainment and prepare children and young people for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online
- Helping school staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
    - for the protection and benefit of the children and young people in their care, and
    - for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice

- for the benefit of the school, supporting the school ethos, aims and objectives, and protecting the reputation of the school and profession

Establishing clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns.

2. Scope

This policy applies to all members of the Bexley Grammar School community (including staff, students, volunteers, Parents/Carers, visitors, community users and tutors engaged under the DfE National Tutoring Programme) who have access to and are users of School's ICT systems, both in and out of School.

The Education and Inspections Act 2006 empowers the Headteacher to such extent as is reasonable, to regulate the behaviour of students when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-Safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the published Behaviour Policy.

The school will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform Parents/Carers of incidents of inappropriate e-Safety behaviour that take place out of school. The school's Safeguarding and Child Protection Policy will also be referred to when dealing with child protection issues.

2.1 Research Data

According to the January 2014 Ofsted publication, 'Inspecting e-Safety in Schools' data compiled by OFCOM and other national surveys indicates that while children aged 5–15 continue to spend most time watching TV, children aged 12–15 are spending more time online (rising from 14.9 hours a week in 2011 to 17.1 in 2012) They are also more likely than they were in 2011 to mostly use the internet in their bedrooms (43% in 2012 compared to 34% in 2011). Over half of those aged 12–15 (55%). Children of all ages continue to use social networking sites; 22% of those aged 8–11 and 80% of those aged 12–15, with those aged 8–11 having an average of 92 'friends' and 286 for 12–15 year olds. Many incidents happen beyond the physical geography of the school gates and yet can impact pupils or staff. 40% of Key Stage 3 and 4 students in the UK have witnessed a 'sexting' incident and, in the same group, 40% didn't consider topless images inappropriate. 28% of Key Stage 3 and 4 students have been deliberately targeted, threatened or humiliated by an individual or group through the use of mobile phones or the internet. Another national trend is that girls aged 12–15 are more likely than boys to say they have been bullied online in the past year (13% in 2012 compared to 5% in 2011). Supervising 'digital natives' can be difficult: forty–six per cent of Parents/Carers surveyed by Ofcom in 2012 agree with the statement: 'my child knows more about the internet than I do'. Agreement increases with each age group: 22% of Parents/Carers of those aged 5–7; 35% of Parents/Carers of those aged 8–11; and 67% of Parents/Carers of those aged 12–15. This national data makes it vitally important that pupils and staff are fully prepared and supported to use these technologies responsibly.

2.2 Policy Origins

This policy includes the views of pupils derived from a POWER Day solely dedicated to understanding how to be safe online and dovetailed with their ongoing PSHE work. Parental liaison is also key to the

successful implementation of the policy and the document has been approved by the PA as well as the Governing Body of the school. The attached guidance for staff has been produced in conjunction with several INSET sessions on dealing with e-Safety concerns and protecting their professional reputation. There is also attached guidance for Parents/Carers to read and consider when addressing e-Safety concerns and incidents with their children.

3. The main areas of risk for our School community

3.1 Content

Children are potentially the viewers, victims and creators of pornography today. We need to safeguard against this by monitoring and discussing their viewing and educating them about sex. Evidence suggests that children are increasingly aware of the physical side of sexual relationships but not the emotional, which is manifesting itself in violent and exploitative relationships. Problems include:

- Exposure to inappropriate content, including online pornography;
- Ignoring age ratings in games (exposure to violence associated with often racist language), substance abuse;
- Lifestyle websites e.g. pro-anorexia/self-harm/suicide sites;
- Content validation: how to check authenticity and accuracy of online content;

3.2 Contact

How do our children know who they are talking to? This is an issue from various perspectives:

- Child Sexual Exploitation;
- Radicalization;
- Grooming;
- Cyber-bullying (please see the School's Anti-Bullying policy for guidance);
- Identity theft (including 'frape' (hacking Facebook profiles)) and sharing passwords;

3.3 Conduct

Safe conduct online is appropriate for all members of the School community. The best advice for staff and students alike is do not do anything online that will cause harm to you or to others. Key problems include:

- Trolling (there is a sustained rise in online crime whilst 'real' crime drops);
- Privacy issues, including the disclosure of personal information;
- Your digital footprint and online reputation. What would an employer find out from a google search?;
- Mental health and well-being issues (linked to the amount of time spent online);
- Sexting (sending and receiving of personally intimate images) also referred to as SGII (self-generated indecent images);
- Sexual Harassment and or / Sexual Violence
- Copyright – children have little care or consideration for intellectual property and ownership (such as music and film);

3.4 Content, contact and conduct exemplars from Ofsted's 'Inspecting e-Safety in Schools' 2014

	Commercial	Aggressive	Sexual	Values
Content (child as recipient)	advertisements spam sponsorship personal information	violent/hateful content lifestyle sites	pornographic or unwelcome sexual content	bias racist misleading information or advice
Contact (child as participant)	tracking harvesting personal information	being bullied, harassed or stalked	meeting strangers being groomed	self-harm unwelcome persuasions
Conduct (child as actor)	illegal downloading hacking gambling financial scams terrorism	bullying or harassing another	creating and uploading inappropriate material; sexting	providing misleading info and advice health and wellbeing; time spent online

4. e-Safety Roles and Responsibilities at Bexley Grammar School

Role	Key Responsibilities
Headteacher	● To take overall responsibility for e-Safety provision ● To take overall responsibility for data and data security (SIRO) ● To ensure the school uses an approved, filtered Internet Service, which complies with current statutory requirements e.g. LGfL ● To be responsible for ensuring that staff receive suitable training to carry out their e-Safety roles and to train other colleagues, as relevant ● To be aware of procedures to be followed in the event of a serious e-Safety incident ● To receive regular monitoring reports from the Designated Safeguarding Lead ● To ensure that there is a system in place to monitor and support staff who carry out internal e-Safety procedures (e.g. network manager)

Designated Safeguarding Lead	● To take the lead responsibility for online safety in school ● To take day to day responsibility for e-Safety issues and have a leading role in establishing and reviewing the school e-Safety policies / documents ● To promote an awareness and commitment to e-Safeguarding throughout the school community ● To ensure that e-Safety education is embedded across the curriculum ● To communicate regularly with SLT and the designated e-Safety Governor to discuss current issues and incidents ● To ensure that all staff are aware of the procedures that need to be followed in the event of an e-Safety incident ● To facilitate training and advice for all staff ● To take the lead on understanding the filtering and monitoring systems and processes in place on school devices and school networks ● To work with the network manager to make sure the appropriate systems and processes are in place ● To manage all online safety issues and incidents in line with the school's child protection policy ● To ensuring that any online safety incidents are logged and dealt with appropriately in line with the school safeguarding policy ● To update and deliver staff training on online safety ● To liaise with the Local Authority and relevant agencies ● To keep regularly updated with e-Safety issues and legislation, and be aware of the potential for serious child protection 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 ❖ cyber-bullying and use of social media
e-Safety Governor	● To ensure that the school follows all current e-Safety advice to keep the children and staff safe ● To approve the e-Safety Policy and review the effectiveness of the policy. This will be carried out by the Governors Staffing and Pupil Welfare Committee receiving regular reports about e-Safety incidents ● To support the school in encouraging Parents/Carers and the wider community to become engaged in e-Safety activities ● The role of the e-Safety Governor will include regular review meetings with the Designated Safeguarding Lead The governing board must ensure the school has appropriate filtering and monitoring systems in place on school devices and school networks, and will regularly review their effectiveness. The board will

	review the DfE filtering and monitoring standards, and discuss with IT staff and service providers what needs to be done to support the school in meeting those standards, which include: ● Identifying and assigning roles and responsibilities to manage filtering and monitoring systems; ● Reviewing filtering and monitoring provisions at least annually; ● Blocking harmful and inappropriate content without unreasonably impacting teaching and learning; ● Having effective monitoring strategies in place that meet their safeguarding needs
Computing Curriculum Leader	● To oversee the delivery of the e-Safety element of the Computing curriculum ● To ensure that all data held on pupils on the school's Learning Platform is adequately protected ● To liaise with the Designated Safeguarding Lead regularly
Network Manager	● To report any e-Safety related issues that arise to the Designated Safeguarding Lead ● To ensure that users may only access the school's networks through an authorised and properly enforced password protection policy, in which passwords are regularly changed ● To ensure that provision exists for misuse detection and malicious attack e.g. keeping virus protection up to date ● To ensure the security of the school ICT system ● To ensure that access controls / encryption exist to protect personal and sensitive information held on School-owned devices ● To ensure that the school's policy on web filtering is applied and updated on a regular basis ● To ensure that LGfL is informed of issues relating to the filtering applied by the Grid ● To ensure that he / she keeps up to date with the school's e-Safety policy and technical information in order to effectively carry out their e-Safety role and to inform and update others as relevant ● To ensure that the use of the network / Virtual Learning Environment / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the Designated Safeguarding Lead / Headteacher for investigation ● To ensure appropriate backup procedures exist so that critical information and systems can be recovered in the event of a disaster ● To keep up-to-date documentation of the school's e-security and technical procedures
Data Manager	● To ensure that all data held on pupils on the School Office machines have appropriate access controls in place
LGfL Nominated contact(s)	● To ensure all LGfL services are managed on behalf of the school including maintaining the LGfL USO database of access accounts
Teachers	● To embed e-Safety issues in all aspects of the curriculum and other school activities ● To supervise and guide pupils carefully when engaged in learning activities involving online technology (including extra-curricular and extended School activities if relevant)

	● To ensure that pupils are fully aware of research skills and are fully aware of legal issues relating to electronic content such as copyright laws
All staff	● To read, understand and help promote the school's e-Safety policies and guidance ● To read, understand and adhere to the e-Safety policy's 'Guidance for Staff' ● To be aware of e-Safety issues related to the use of mobile phones, cameras and handheld devices and that they monitor their use and implement current school policies with regard to these devices ● To report any suspected misuse or problem to the Designated Safeguarding Lead ● To maintain an awareness of current e-Safety issues and guidance e.g. through CPD ● To model safe, responsible and professional behaviours in their own use of technology ● To ensure that any digital communications with pupils should be on a professional level and only through school based systems, never through personal mechanisms, e.g. email, text, mobile phones etc.
Pupils	● All new entrants to the school must read, understand, sign and adhere to the e-Safety Policy's 'Guidance for Students' ● To have a good understanding of research skills and the need to avoid plagiarism and uphold copyright regulations ● To understand the importance of reporting abuse, misuse or access to inappropriate materials ● To know what action to take if they or someone they know feels worried or vulnerable when using online technology ● To know and understand school policy on the use of mobile phones, digital cameras and handheld devices ● To know and understand school policy on the taking / use of images and on cyber-bullying ● To understand the importance of adopting good e-Safety practice when using digital technologies out of school and realise that the school's e-Safety Policy covers their actions out of school, if related to their membership of the school ● To take responsibility for learning about the benefits and risks of using the Internet and other technologies safely both in school and at home ● To help the school in the creation/review of e-Safety policies
Parents' Association / SMT link	● To liaise with and educate Parents/Carers on e-Safety issues ● To liaise with the PA regarding e-Safety issues pertinent to the wellbeing of the School Community
Parents/Carers	● To support the school in promoting e-Safety and endorse the Parents/Carers' guidance document which includes the pupils' use of the Internet and the school's use of photographic and video images ● To read, understand and promote the e-Safety policy's 'Guidance for Students' document with their children ● To read, understand and adhere to the e-Safety policy's 'Guidance for Parents' document ● To consult with the school if they have any concerns about their children's use of technology

External groups	● Any external individual / organisation will sign an Acceptable Use Policy prior to using any equipment or the Internet within school

5. Education and Curriculum

It is important that schools establish a carefully sequenced curriculum for online safety that builds on what pupils have already learned and identifies subject content that is appropriate for their stage of development.

As well as teaching about the underpinning knowledge and behaviours that can help pupils navigate the online world safely and confidently regardless of the device, platform or app, Teaching Online Safety in Schools recommends embedding teaching about online safety and harms through a whole school approach and provides an understanding of these risks to help tailor teaching and support to the specific needs of pupils, including vulnerable pupils – dedicated training around this with curriculum mapping for PSHCE and online safety leads is available at safetraining.lgfl.net

RSHE guidance also recommends schools assess teaching to "identify where pupils need extra support or intervention tests, written assignments or self evaluations, to capture progress."

The following subjects have the clearest online safety links (see the relevant role descriptors above for more information):

- Personal, Social, Health, Citizenship and Economic Education, also known as PSHCE or Life Skills in the Sixth Form
- Computing and Computer Science

However, as stated in the role descriptors above, it is the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)

Whenever overseeing the use of technology (devices, the internet, new technology such as augmented reality, etc) in school or setting as homework tasks, all staff should encourage sensible use, monitor what pupils/students are doing and consider potential dangers and the age appropriateness of websites. "Parents and carers are likely to find it helpful to understand what systems schools use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online."(KCSIE 2023)

Equally, all staff should carefully supervise and guide pupils when engaged in learning activities involving online technology (including, extra-curricular, extended school activities if relevant and remote teaching), supporting them with search skills, critical thinking (e.g. disinformation, misinformation and fake news), age appropriate materials and signposting, and legal issues such as copyright and data law. saferesources.lgfl.net has regularly updated theme-based resources, materials and signposting for teachers and parents.

At Bexley Grammar School, we recognise that online safety and broader digital resilience must be thread throughout the curriculum and that is why we are work to adopt a cross-curricular approach in line with 'Education for a Connected World – 2020 edition' from UKCIS (the UK Council for Internet Safety).

Annual reviews of curriculum plans / schemes of work (including for SEND pupils) are used as an opportunity to follow this framework more closely in its key areas of Self-image and Identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, Wellbeing and lifestyle, Privacy and security, and Copyright and ownership.

6. Handling online safety concerns

It is vital that all staff recognise that online-safety is a part of safeguarding (as well as being a curriculum strand of Computing, PSHCE and RSE.

General concerns must be handled in the same way as any other safeguarding concern; safeguarding is often referred to as a jigsaw puzzle, so all stakeholders should err on the side of talking to the online-safety lead / designated safeguarding lead to contribute to the overall picture or highlight what might not yet be a problem.

Support staff will often have a unique insight and opportunity to find out about issues first in the playground, corridors, toilets and other communal areas outside the classroom (particularly relating to bullying and sexual harassment and violence).

School procedures for dealing with online-safety will be mostly detailed in the following policies (primarily in the first key document):

- Safeguarding and Child Protection Policy
- Child-on-Child abuse, Sexual Violence and Sexual Harassment Addendum to the above
- Anti-Bullying Policy
- Behaviour Policy
- Acceptable Use Policies
- Data Protection Policy

This school commits to take all reasonable precautions to ensure online safety, but recognises that incidents will occur both inside school and outside school (and that those from outside school will continue to impact pupils when they come into school or during extended periods away from school). All members of the school are encouraged to report issues swiftly to allow us to deal with them quickly and sensitively through the school's escalation processes.

Any suspected online risk or infringement should be reported to the online safety lead / designated safeguarding lead on the same day – where clearly urgent, it will be made by the end of the lesson.

Any concern/allegation about staff misuse is always referred directly to the Headteacher, unless the concern is about the Headteacher in which case the complaint is referred to the Chair of Governors and the LADO (Local Authority's Designated Officer). Staff may also use the NSPCC Whistleblowing Helpline.

The school will actively seek support from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre's Professionals' Online Safety Helpline (POSH), NCA CEOP, Prevent Officer, Police, IWF and Harmful Sexual Behaviour Support Service). The DfE guidance Behaviour in Schools,

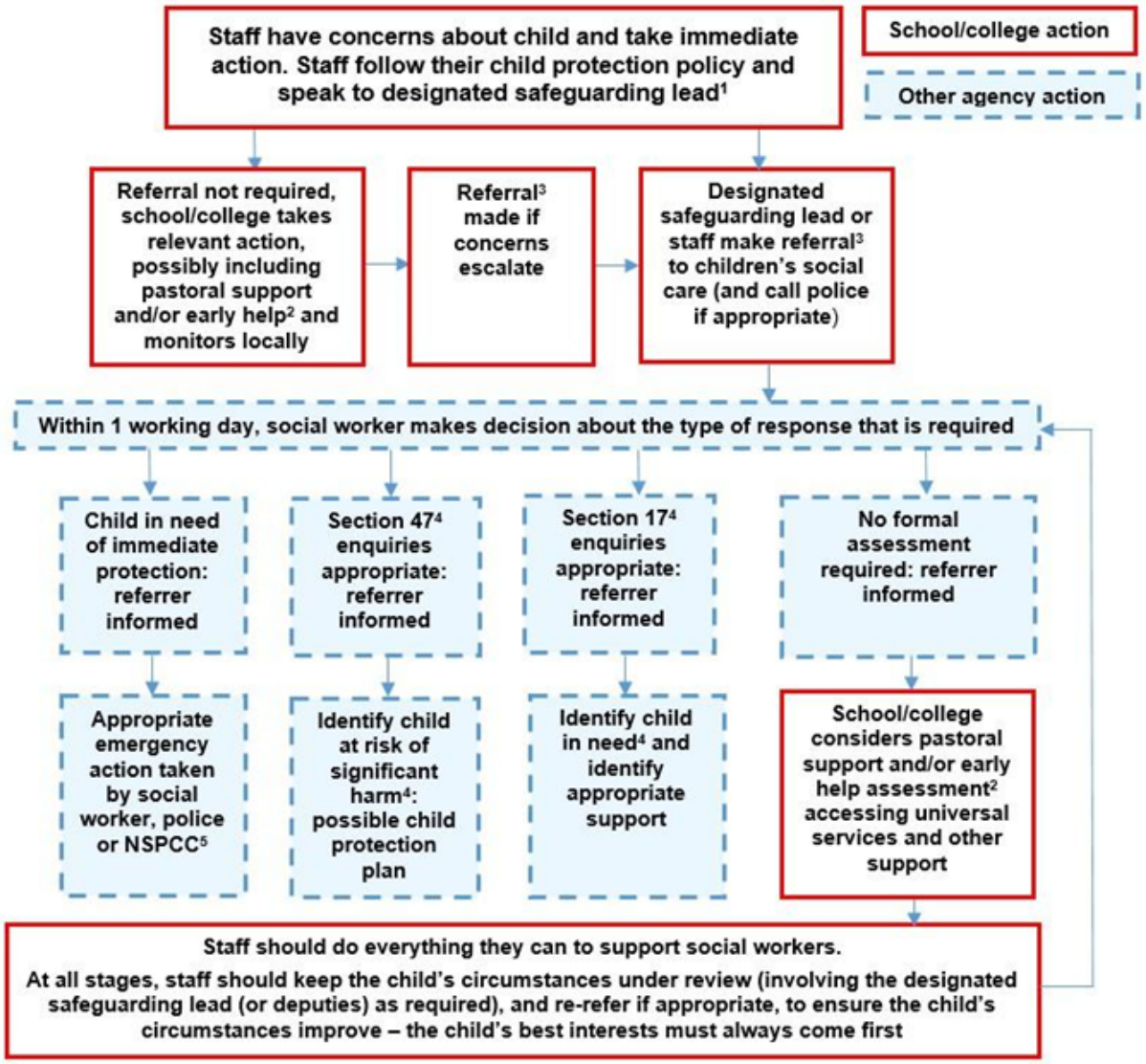
advice for headteachers and school staff September 2022 provides advice and related legal duties including support for pupils and powers of staff when responding to incidents – see pages 32-34 for guidance on child on child sexual violence and harassment, behaviour incidents online and mobile phones.

We will inform parents/carers of online-safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law (particular procedures are in place for sexting and upskirting; see section below).

The school should evaluate whether reporting procedures are adequate for any future closures/lockdowns/isolation etc and make alternative provisions in advance where these might be needed.

6.1 Actions where there are concerns about a child

The following flow chart is taken from page 22 of Keeping Children Safe in Education 2023 as the key education safeguarding document. As outlined previously, online safety concerns are no different to any other safeguarding concern.



6.2 Sexting – sharing nudes and semi-nudes

The schools refers to the updated UK Council for Internet Safety (UKCIS) guidance on sexting - now referred to as Sharing nudes and semi-nudes: advice for education settings to avoid unnecessary criminalisation of children. NB - where one of the parties is over 18, this is no longer sexting but child sexual abuse.

There is a one-page overview called Sharing nudes and semi-nudes: how to respond to an incident for all staff (not just classroom-based staff) to read, in recognition of the fact that it is mostly someone other than the designated safeguarding lead (DSL) or online safety lead to first become aware of an incident, and it is vital that the correct steps are taken. Staff other than the DSL must not attempt to view, share or delete the image or ask anyone else to do so, but to go straight to the DSL.

The school DSL will in turn use the full guidance document, Sharing nudes and semi-nudes – advice for educational settings to decide next steps and whether other agencies need to be involved.

*Consider the 5 points for immediate referral at initial review:

1. The incident involves an adult

2. There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs)

3. What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

4. The images involves sexual acts and any pupil in the images or videos is under 13

5. You have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming

It is important that everyone understands that whilst sexting is illegal, pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

The documents referenced above and materials to support teaching about sexting can be found at sexting.lgfl.net

6.3 Upskirting

It is important that everyone understands that upskirting (taking a photo of someone under their clothing, not necessarily a skirt) is now a criminal offence and constitutes a form of sexual harassment as highlighted in Keeping Children Safe in Education. As with other forms of child on child abuse pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

6.4 Bullying

Online bullying, including incidents that take place outside school or from home should be treated like any other form of bullying and the school bullying policy should be followed for online bullying, which may also be referred to as cyberbullying, including issues arising from banter.

6.5 Sexual violence and harassment

DfE guidance on sexual violence and harassment has now been incorporated into Keeping Children Safe in Education and is no longer a document in its own right. It would be useful for all staff to be aware of this updated guidance: Part 5 covers the immediate response to a report, providing reassurance and confidentiality which is highly relevant for all staff; the case studies section provides a helpful overview of some of the issues which may arise.

Any incident of sexual harassment or violence (online or offline) should be reported to the DSL who will follow the full guidance. Staff should work to foster a zero-tolerance culture and maintain an attitude of 'it could happen here'. The guidance stresses that schools must take all forms of sexual violence and harassment seriously, explaining how it exists on a continuum and that behaviours incorrectly viewed as 'low level' are treated seriously and not allowed to perpetuate. The document makes specific reference to behaviours such as bra-strap flicking and the careless use of language.

6.6 Misuse of school technology (devices, systems, networks or platforms)

Clear and well communicated rules and procedures are essential to govern pupil and adult use of school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

These are defined in the relevant Acceptable Use Policy as well as in this document, for example in the sections relating to the professional and personal use of school platforms/networks/clouds, devices and other technology, as well as to BYOD (bring your own device) policy.

Where pupils contravene these rules, the school behaviour policy will be applied; where staff contravene these rules, action will be taken as outlined in the staff code of conduct.

It will be necessary to reinforce these as usual at the beginning of any school year but also to remind pupils that the same applies for any home learning that may take place in future periods of absence/ closure/quarantine etc.

Further to these steps, the school reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto school property.

7. Data protection and security

GDPR information on the relationship between the school and LGfL can be found at gdpr.lgfl.net; there are useful links and documents to support schools with data protection in the 'Resources for Schools' section of that page.

There are references to the relationship between data protection and safeguarding in key Department for Education documents 'Keeping Children Safe in Education' and 'Data protection: a toolkit for schools' (August 2018), which the DPO and DSL will seek to apply. This quote from the latter document is useful for all staff – note the red and purple highlights:

"GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2,18; Schedule 8, 4) When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies) it is considered best practice for them to record who they are sharing that information with and for what reason. If they have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children."

All pupils, staff, governors, volunteers, contractors and parents are bound by the school's data protection policy and agreements, which can be found here.

Rigorous controls on the LGfL network, USO sign-on for technical services, firewalls and filtering all support data protection. The following data security products are also used to protect the integrity of data, which in turn supports data protection: USO sign on for LGfL services, Sophos Anti-Virus, Sophos Anti-Phish, Sophos InterceptX, Sophos Server Advance, Malware Bytes, Egress, Meraki Mobile Device Management and CloudReady/NeverWare.

The headteacher/principal, data protection officer and governors work together to ensure a GDPR-compliant framework for storing data, but which ensures that child protection is always put first and data-protection processes support careful and legal sharing of information.

Staff are reminded that all safeguarding data is highly sensitive and should be treated with the strictest confidentiality at all times, and only shared via approved channels to colleagues or agencies with appropriate permissions. The use of Egress to encrypt all non-internal emails is compulsory for sharing confidential pupil data. If this is not possible, the DPO and DSL should be informed in advance.

8. Filtering and monitoring

Keeping Children Safe in Education obliges schools to "ensure appropriate filters and appropriate monitoring systems are in place [and] regularly review their effectiveness [but at the same time] block harmful and inappropriate content without unreasonably impacting teaching."

At this school, the internet connection is provided by LGfL. This means we have a dedicated and secure, schoolsafe connection that is protected with firewalls and multiple layers of security, including a web filtering system called WebScreen 3, which is made specifically to protect children in schools. You can read more about why this system is appropriate on the UK Safer Internet Centre's appropriate filtering submission pages here. The school also makes use of the Juniper firewall which carries out additional traffic control for the School domain by allowing or blocking certain domain names or IP addresses. Online safety monitoring is provided by Securus. It highlights unacceptable browsing and identifies the user, the computer used and the time of access.

9. Electronic Communication: email

- Pupils at this school use Education Gmail and the G-suite for all school emails
- Staff at this school use Education Gmail and the G-suite for all school emails

Both these systems are monitored by Securus and Network Services. This is for the mutual protection and privacy of all staff, pupils and parents, as well as to support data protection.

General principles for email use are as follows:

- Email and Google Classroom, the virtual learning environment, are the only means of electronic communication to be used between staff and pupils / staff and parents (in both directions). Use of a different platform must be approved in advance by the headteacher in advance.Any unauthorised attempt to use a different system may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Headteacher (if by a staff member).
- Email may only be sent using the email systems above. There should be no circumstances where a private email is used; if this happens by mistake, the DSL/Headteacher/DPO (the particular circumstances of the incident will determine whose remit this is) should be informed immediately. Google Classroom chat is different to Gmail, and Education Gmail managed by the school is not the same as a private Gmail account.
- Staff or pupil personal data should never be sent/shared/stored on email.
    - If data needs to be shared with external agencies, USO-FX and Egress systems are available from LGfL.
    - Internally, staff should use the school network, including when working from home when remote access is available.
- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which (for staff) might bring the school into disrepute or compromise the professionalism of staff
- Pupils and staff are NOT allowed to use the email system for personal use and should be aware that all use is monitored, their emails may be read and the same rules of appropriate behaviour apply at all times. Emails using inappropriate language, images, malware or to adult sites may be blocked and not arrive at their intended destination.

See also the social media section of this policy.

10.School Website

The school website is a key public-facing information portal for the school community (both existing and prospective stakeholders) with a key reputational value. The Headteacher and Governors have delegated the day-to-day responsibility of updating the content of the website to the school office. The DfE has determined information which must be available on a school website. LGfL has compiled RAG (red-amber-green) audits at safepolicies.lgfl.net to help schools to ensure that requirements are met (see appendices). Where other staff submit information for the website, they are asked to remember:

- Schools have the same duty as any person or organisation to respect and uphold copyright law – schools have been fined thousands of pounds for copyright breaches. Sources must always be credited and material only used with permission. If in doubt, check with the school office. There are many open-access libraries of high-quality public-domain images that can be used (e.g. pixabay.com for marketing materials – beware some adult content on this site).

- Where pupil work, images or videos are published on the website, their identities are protected and full names are not published (remember also not to save images with a filename that includes a pupil's full name).

11. Digital images and videos

When a pupil/student joins the school, parents/carers are asked if they give consent for their child's image to be captured in photographs or videos, for what purpose (beyond internal assessment, which does not require express consent) and for how long.

Whenever a photo or video is taken/made, the member of staff taking it will check the latest database before using it for any purpose.

Photos are stored on the school network or google drive in line with the retention schedule of the school Data Protection Policy.

Staff and parents are reminded regularly about the importance of not sharing without permission, due to reasons of child protection (e.g. looked-after children often have restrictions for their own protection), data protection, religious or cultural reasons, or simply for reasons of personal privacy. Further detail on this subject and a sample letter to parents for taking photos or videos at school events can be found at parentfilming.lgfl.net

We encourage young people to think about their online reputation and digital footprint, so we should be good adult role models by not oversharing (or providing embarrassment in later life – and it is not for us to judge what is embarrassing or not).

Pupils are taught about how images can be manipulated in their online safety education programme and also taught to consider how to publish for a wide range of audiences which might include governors, parents or younger children

Pupils are advised to be very careful about placing any personal photos on social media. They are taught to understand the need to maintain privacy settings so as not to make public, personal information.

Pupils are taught that they should not post images or videos of others without their permission. We teach them about the risks associated with providing information with images (including the name of the file), that reveals the identity of others and their location. We teach them about the need to keep their data secure and what to do if they / or a friend are subject to bullying or abuse.

12. Communication

The policy will be communicated to Staff / Students / Parents / Carers community via the school website, the school's Staff Room and classrooms. New staff will be introduced to it during their Induction meeting. Students will have the school's ICT Acceptable Use agreements discussed with them at the start of each year and they will be held in pupil and personnel files.

All teaching staff are aware of the implications of the 2018 General Data Protection Regulation and have received appropriate training in this area. Please refer to the BGS Data Protection Policy, Privacy Notice for Pupils and Privacy Notice for Employees for further information.

13.Misuse and Complaints

Bexley Grammar School will take all reasonable precautions to ensure e-Safety is paramount and that staff and students act accordingly. 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 a school computer or that all incidents of misuse of the Internet can be addressed . Neither the school nor the Local Authority can accept liability for material accessed, or any consequences of Internet access. Staff and pupils are given information about infringements in use and possible sanctions. Potential sanctions include:

- Interview by Tutor / Director of Study/ Designated Safeguarding Lead / Headteacher
- Meeting with Parents/Carers
- Detention or Fixed-Term Exclusion
- Removal of Internet or computer access for a period
- Referral to Local Authority / Police.

Every incident is unique and we will treat individual circumstances differently. However if it is found that a student has clearly acted in violation of the e-Safety policy the matter will be dealt with by the Designated Safeguarding Lead and the sanction deemed most appropriate will be applied.

Our Designated Safeguarding Lead acts as the first point of contact for any complaint. Any complaint about staff misuse is referred to the Headteacher.

Complaints of cyberbullying are dealt with in accordance with our Anti-Bullying Policy. Complaints related to Child Protection are dealt with in accordance with school / Local Authority child protection procedures.

14. e-Safety Policy guidance for Pupils

14.1 Conduct and Safety

The best advice for all users of the Internet and social media is to STOP and THINK before you CLICK / TAP. Is this something that you would say to someone in person, or something that you would be

happy for your friends/Parents/Carers/teachers to be aware that you were doing? Sensible and safe behaviour is about making good choices, whether it is online or offline.

The school's e-Safety policy relates to any actions that are linked to your membership of the Bexley Grammar School community. It's important that you adopt good e-Safety practice and act accordingly towards staff and other students.

Always follow the ICT Acceptable Use Agreement. Students are not permitted to use Internet enabled technology to access inappropriate content or to share such content with others, through their own accounts or the school network. The use of mobile technology to film or photograph students or staff without their permission is a serious breach of the behaviour policy and will incur sanctions. Misuse of the school network, either through a PC or by use of the school's Wi-Fi, will also lead to sanctions. If you are the victim of inappropriate ICT use, or you know someone who is, it's important that you inform a member of staff. Issues will be dealt with quickly and sensitively.

You should continue to behave acceptably when using an online environment/email, i.e. be polite, do not use bad or abusive language or other inappropriate behaviour. Cyberbullying, sexting and trolling are all things that can cause other people great upset and hurt. The use of mobile technology to harass (including sexually) other students or members of staff will be treated as a serious breach of school discipline and will warrant appropriate sanctions. Whether it is in the playground or an Internet forum, bullying / peer on peer abuse will not be tolerated at Bexley Grammar School. If you are affected by any form of online bullying speak to a parent or a member of staff. Don't allow it to continue.

Make sure that you are able to check and judge the accuracy of any information that you access online, including other people's profile details. Be aware that the author of a website/page/profile may have a particular bias or purpose for what they are doing, and they may not necessarily be trustworthy. Online 'friends' may not be who they say they are and you need to be careful in online environments: some people will 'groom' young people for sexual purposes.

Keep your personal information private; photographs can be manipulated and web content can attract the wrong sort of attention. Do not post or share detailed accounts of your personal life, such as contact information, daily routine, location, photographs and videos unless they can only be viewed by people that you know and trust. Do not post information or images that include the details of other people. Ensure that you have turned-on privacy settings and report abuse or suspicious contact on-line to a parent or carer, teacher, trusted staff member, the DSL or Headteacher. Organisations such as ChildLine, the NSPCC or the Metropolitan Police can also be contacted for advice or support.

Make sure you understand how a search engine works and how the results you see at the top of the listings are based on previous searches and access. Search results at the top of a page may well have paid to be there and might not be the most appropriate result. Many people and companies use the Internet to make money, through pop-ups, gaming / gambling sites, 'click bait' adverts or through phishing emails that attempt to get your personal details. Be aware of this when surfing the net and inform somebody from the list above if you encounter something odd or worrying.

When copying materials from the web, make sure you are aware of what plagiarism is and do not try to use other people's work as your own. Check copyright and acknowledge copyright/intellectual property rights. Do not download any files – such as music – without the permission of the owner. If

in doubt regarding copyright law refer to the guidance received during Computer Science lessons or ask a member of staff.

Do not attempt to contact staff members through social media websites or to add them to user profiles. Any communication with staff should be conducted through the school's email system.

Do not take or post pictures or videos of others without their permission: you wouldn't like to have your privacy invaded by other people. Posting or forwarding inappropriate pictures or videos of other people is a crime and can lead to a police caution or worse.

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

We recognise that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

The school will treat any use of AI to bully pupils in line with our anti-bullying policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out a risk assessment where new AI tools are being used.

14.2 Bring Your Own Device Policy (BYOD)

If you bring your own device to school you are responsible for its use and content. The school accepts no responsibility for loss, theft or damage of phones or tablets. Devices must be used appropriately and at teacher direction (Years 7-11) or in designated Sixth Form areas (Years 12 and 13), particularly regarding the recording, taking and sharing of images, audio and video. The school reserves the right to withdraw authorisation for the use of devices if at any time if it is deemed necessary and has the right to search the content of any mobile or handheld device on the school premises where there is a reasonable suspicion that it may contain undesirable material, including those which promote pornography, violence or bullying. Mobile phones should not be used during the school day by Years 7-11 unless as part of an approved and directed curriculum-based activity with consent from a member of staff.

If a mobile phone or device is found to breach the school's policy it will be confiscated and held at Reception until the end of the school day. If a student breaches the school's policy three times the phone will be kept on school premises until collected by a parent/carer.

14.3 Use of Email

All pupils are provided with an individual network log-in. It's your responsibility to make sure that your password is strong (a combination of unpredictable letters and numbers is a good start) and that anything accessed through your account is appropriate. You should not log on as another user (especially staff) and if you find a computer that has been left logged on you should log it out and log on again with your username and password. You should keep your password private and not make it accessible to others.

Everyone should be aware of the 'netiquette' of using email both in school and at home. Do not give out your email address unless it is to someone you know and trust and is approved by their teacher or parent/carer.

Email is a form of publishing where the message should be clear, short and concise. Any email sent to an external organisation should be written carefully, in the same way as a letter written on school headed paper, as the communication is from a member of the School Community.

Do not reveal private details of yourself or others in email, such as address or telephone number. Try to 'Stop and Think Before You Click' to send, add or open attachments – if you have doubts it probably means that you shouldn't go ahead. It is not permitted to forward 'chain' email letters or to initiate one.

You must immediately tell a teacher / responsible adult if you receive an email which makes you feel uncomfortable, is offensive or bullying in nature. Do not respond to malicious or threatening messages but do not delete them immediately either - keep them as evidence of bullying or inappropriate contact.

Do not arrange to meet anyone that you meet online without having discussed with an adult and taking a responsible adult with you.

14.4 Health and Safety Considerations - advice from the Royal Society for the Prevention of Accidents

Using a computer is not generally thought of as being one of the most hazardous activities to engage in. Yet health and safety risks do exist for both adults and children. Here are some tips to minimise the risk of a computer-related accident:

- Site your computer near an electric socket to avoid trailing wires across the floor; if you use an extension cable make sure it doesn't overheat and nobody can trip over it
- Take care not to overload electric sockets; use trailing multi-socket units rather than plug adapters
- Always follow installation and service instructions in your computer guidebook closely. If in doubt, leave it to the experts
- Electricity and water do not mix - keep drinks and plants well away from computers
- Regularly check all electrical equipment for damaged plugs or frayed cables
- Computers are large and bulky pieces of equipment, move them only if you feel confident in doing so, and with care, especially up and down stairs. Use a trolley and a lift and ask for help.
- Do not play on or with computer swivel chairs
- Make sure the computer is sited in a position where you have plenty of room to move and to get out of the room in an emergency
- Organise workloads to avoid using the computer for extended periods of time
- Use your mouse as close to the keyboard as possible
- Adopt good posture while at the computer
- Know how to adjust your chair to the most comfortable position
- Minimise head and neck movements by altering the height of your monitor
- Regularly look at more distant objects, e.g. use thinking time to look out of the window, and take frequent breaks from computer work.

15.e-Safety Policy guidance for Staff

All staff in our school use technology to support and promote the learning and welfare of the children and as a school we are firmly committed to embracing the wonderful opportunities that the use of

the Internet provides. However certain safeguards must be in place to protect all members of the School Community. It is the responsibility of all staff members to have read the school's e-Safety policy and associated documents. All members of the School Community are expected to be aware that misuse of the school's network to access inappropriate materials will have consequences. The Headteacher will have the final decision on whether a member of staff has behaved in an inappropriate or unprofessional manner constituting professional misconduct.

15.1 Mobile Phones and Devices

Staff members are responsible for the use and content of any mobile phone or device that is brought into school. The school accepts no responsibility for loss, theft or damage of phones or tablets. Devices must be used appropriately, particularly regarding the recording, taking and sharing of images, audio and video.

Staff must ensure that they do not give out their mobile phone number to students and do not contact children on the child's mobile phone either by voicemail or by texting unless in extreme circumstances and with the consent of the Headteacher, Safeguarding Lead or the Parent/Carer.

In the event that a staff member is required to use their own phone for school duties during an emergency they should safeguard their device by inputting 141 before their own number, or by hiding their number in outgoing calls for confidentiality purposes.

In relation to photographs, staff should not use their personal mobile phone, camera or other devices if possible, to take, edit or store images of children from this school. In the event that personal mobile phones, cameras or devices need to be used to record images of children partaking in curriculum related activities the images should be downloaded onto the school's network and deleted from the device at the earliest opportunity, and before the device is taken off site where practical.

Staff should ensure that Bluetooth is disabled when on school premises on all personal devices, mobiles and laptops and not overshare information with students. It is strongly recommended that mobile phones are password protected.

15.2 Email and Communication with Students

Communication by email should only be through the School's email system and personal emails must not be shared with children. Staff should not communicate with students through private email accounts or social networking accounts (even on educational matters) but must use official email for communication.

Sending emails that are not directly related to the student / teacher relationship and specifically relating to school business is deemed as inappropriate, as is the promotion of non-school activities such as outside clubs, events and organisations.

All staff members are provided with an individual network log-in. It's your responsibility to make sure that your password is strong (a combination of unpredictable letters and numbers is a good start) and that anything accessed through your account is appropriate. Passwords will need to be changed on a two-term basis. You should keep your password private and not make it accessible to others. This applies to passwords used for access to all school related systems e.g. SIMS, Fronter etc.

Everyone should be aware of the 'netiquette' of using email both in school and at home. Email is a form of publishing where the message should be clear, short and concise. Any email sent to an

external organisation should be written carefully, in the same way as a letter written on school headed paper, as the communication is from a member of the school community.

Email correspondence of a personal nature should be restricted to a separate, personal email account and the address should not be used for professional matters.

Sensitive and personal data which requires data protection about a student should not be sent by email unless anonymised or encrypted. Child Protection issues, for example, should be communicated on the safeguarding concern form (electronic or paper) or through private conversation.

In the event of an incident where data protection may have been compromised staff must report this immediately to the Headteacher or a Deputy Head.

15.3 Use of Social Media

Staff should be extremely careful in their personal use of social networking sites and ensure that profiles and accounts are set to the highest privacy settings and accessible only to trusted friends and family. These settings should be checked regularly to avoid loss of personal information.

Staff should not make reference to pupils, Parents/Carers or colleagues in their social media activity, nor should they discuss personal matters relating to members of the School Community when online. Personal opinions should not be attributed to the school or Local Authority.

Teachers should not communicate with students through social networks or allow them to access their social media spaces. Staff and student relations should take place through the school's preferred system. Communicating with students through Facebook or Twitter is inappropriate unless through a school approved forum e.g. the PE Department's Facebook Page.

Administration of all School approved social media sites (e.g. blogs, Facebook pages) should be password protected and run from the School website, with the staff member responsible for administering the site taking responsibility for its content and related activity.

Staff should take care to protect their professional reputation when communicating with past students. Staff should not link their social media accounts with current members of the student body or those who have siblings within the student body. All communications with former students are advised to take place through the BGS Alumni Facebook page or the Old Bexleians webpage.

15.4 Use of the Internet and School Account

Staff should not access or expose children or young people to unsuitable material on the Internet, and take care when searching for images 'live' in front of the class, for example. Staff must be mindful of the Teacher Standards when using the Internet in school and model high standards of safe and responsible behaviour in their use of technology during lessons.

Staff are responsible for the internet history of their account. It is advised that they do not leave a workstation unattended and always log off when they have finished working at one. Similarly any ICT equipment that is lent out by the school should be used appropriately and up to date anti-virus and spyware software should be installed. Any device, laptop or computer loaned to staff should be used solely to support professional responsibilities.

Staff should undertake a regular 'house-keeping' of their account, deleting digital materials and documents that are no longer needed from their area and the school's Shared drive and clearing their Inbox and Deleted Items folders.

16.e-Safety Policy guidance for Parents/Carers

The Internet is removing the obstacles and inhibitions that children *used* to have and as their Parents/Carers, carers and teachers we have to work together to educate children in behaving safely and sensibly online.
The Bexley Grammar School e-Safety policy is not intended to inhibit young people or demonise the Internet. Online communication and research opportunities are an incredible means of enabling young people to learn. However, just as when the car first revolutionised transport, young people need to know how to be safe when accessing this fast-moving and potentially dangerous technology. Please read through the e-Safety policy and the linked guidance documents and discuss them with your child. If you would like further guidance, or to discuss the issues raised in person, please contact the school to arrange a meeting.

16.1 Common Misconceptions

We have a family computer and I check the history. It's fine.
The family computer is not the issue. Children can interact online through their phones, tablets, gaming machines, free gaming apps.
Yes, but we have the family filter switched on to all of our devices.
Filters have a 15% imperfection on overblocking and underblocking sites. Child Line was blocked until recently through one network filter. Worryingly 25% of Parents/Carers who have filters switched on see no need to discuss safe internet use with their children.
OK. But they are digital natives. How can I possibly keep up?
The average 14 year old knows more about social media than the average 40 year old. But we know more about making sensible decisions and dealing with mistakes effectively when they occur. This is why we need to teach them to be aware of the risks and to be resilient when accidents occur.

16.2 e-Safety Causes of Concern

This list is not exhaustive but includes many problems commonly encountered by children online.

- Oversharing of information
- Cyber-bullying / Peer on Peer abuse
- Viewing inappropriate content
- Racism
- Hacking and harvesting of personal information
- Inappropriate commenting e.g. Trolling
- Inappropriate contact
- Sexting
- Sexual Harassment
- Sexual Violence
- Mental Health, Self-Harm, Anorexia and Suicide sites / blogs
- Grooming and Child Sexual Exploitation
- Radicalisation
- Gang culture
- Right-wing extremism

16.3 Websites of Note

Websites which potentially cause problems for children continue to emerge as the policing of them becomes more sophisticated. However these are ones that we are aware of as a school:

- Facebook – Over the last 5 years Facebook use by children has declined. How cool is something once your Parents/Carers are on it? However the ease with which fake profiles can be created remains a worry, and Facebook's policy of having an age restriction of 13 is not strictly enforced enough to deter children from joining.
- Tinder – A dating app linked to Facebook profiles. Worryingly more and more teens are creating profiles and using the app to talk to older people.
- Snapchat – Known colloquially as THE sexting app. Photos which are sent supposedly disappear after ten seconds. However they can be 'screenshot' to record a permanent image and sophisticated app software can be downloaded to 'absorb' the image onto the device which receives it.
- Instagram – Allows for the rapid upload and distribution of photos from a phone to various channels. Known as the most problematic for children quickly 'oversharing' information.
- X / Twitter – Popular for instant communication via a tweet. Often overused by children (and adults) who make inappropriate comments towards others.
- Tumblr – A micro blogging site that allows others to follow and discuss – known for anorexia and suicide 'support' blogs and picture uploading.
- ASK FM – This site is notorious for allowing users to register anonymously and post comments about a topic. It has been strongly linked to Cyber-bullying and the subsequent suicide of a child in the UK. Despite this it still has 150 million users.
- Tiktok - A video-sharing app that's very popular with children and teenagers. It contains many sexual lyrics and swearing in songs . Content can be about eating disorders (known as 'pro-ana') and bullying. It also has 'Challenges' that users take part in that are potentially dangerous. Emojis that are seen as sexually suggestive, like the aubergine are widespread. Under-16s can't send or receive private messages, but once users have made contact, like through comments on videos, they could still switch to another app like Snapchat to chat privately and swap images and videos.

Whilst the school acknowledges the many benefits that these social media sites and applications have we want Parents/Carers and children to be aware of the darker uses that they are employed for, and then make informed decisions about what is accessed and joined.

16.4 The Digital Footprint

THINK before they CLICK. Be it a post, a Tweet, an email, a Whatsapp message or a photograph children must be aware that what they upload can be a permanent record and representation of them online. Once something is 'out there' it is very difficult to take back: anyone who has access could have copied it for themselves, kept it for their own records or distributed it further. The boundaries that prohibited sexual, racist or aggressive behaviour have been removed by the Internet and children must understand that what they are saying or doing can be hurtful to others, and themselves. Many employers routinely view current or prospective employee's social networking pages: children of this generation of the almost unregulated Internet must be careful about what they say, post and divulge through their profile.

16.5 Sources of Guidance

Childnet International - A non-profit organisation working with others to help make the internet safe place for children.

Kidsmart - Also run by Childnet, this is designed to explain to young people how to stay safe online.

Childline - Supported by the NSPCC, this site contains useful advice to young people on a variety of issues that affect their wellbeing, including E-Safety.

CEOP: Child Exploitation & Online Protection Centre – Their website contains resources and advice for parents, students and professionals working with young people.

UK Safer Internet Centre – A source for e-Safety tips, advice and resources to help children and young people stay safe on the internet.

ChatDanger - This site explains how to stay safe in different forms of online chat including mobiles, internet messenger and gaming.

Families Matter – Extremism Online – A page of guidance for parents who are concerned about their child being radicalised by exposure to online materials.

16.6 Our Advice

Let's destroy the machines?

No. The Internet, and the wonderful benefits it brings, are going nowhere.

- Communicate with our children about their interests and what they are doing online.
- Monitor their computer use and access.
- Set clear boundaries about how much time is spent online, where and when.
- Discuss the problems that arise.
- Discuss with your child what is appropriate to upload and what is not.
- Check the privacy settings and parental controls on all of the devices that you have.
- Befriend your child on the sites that they use.
- Make sure that they know the facts about the things we sometimes find uncomfortable.
- Accept that the uncontrollable will happen and we have to deal with the outcomes.
- Ensure that children realise the importance of their digital footprint: it won't go away and so they need to engage and mould it.
- Work in partnership with school and other Parents/Carers.
- Check the school website for advice and updates.
- Check that relevant filters are applied to smartphones, devices and PCs.
- Encourage children to take responsibility for their actions and THINK before they CLICK.

17. Review and Monitoring

The e-Safety policy is referenced from within other school policies: ICT Acceptable User Agreement, Safeguarding / Child Protection policy, Anti-Bullying policy, the School Improvement Plan, Behaviour policy, Citizenship policy and the Spiritual, Moral, Social and Cultural policy.

The school's Designated Safeguarding Lead who will be responsible for document ownership, review and updates. The e-Safety policy will be reviewed annually or when any significant changes occur with regard to the technologies in use within the school. The e-Safety policy has been written by the Designated Safeguarding Lead and is current and appropriate for its intended audience and purpose. There is widespread ownership of the policy and it has been agreed by the SMT and approved by

Governors. All amendments to the school e-Safety policy will be discussed with all members of teaching staff.

11. Further Help and Support

Internal school channels should always be followed first for reporting and support, as documented in school policy documents, especially in response to incidents, which should be reported in line with your Safeguarding Policy. The DSL will handle referrals to local authority multi-agency safeguarding hubs (MASH) and normally the headteacher will handle referrals to the LA designated officer (LADO). The local authority, academy trust or third-party support organisations you work with may also have advisors to offer general support.

Beyond this, **reporting.lgfl.net** has a list of curated links to external support and helplines for both pupils and staff, including the Professionals' Online-Safety Helpline from the UK Safer Internet Centre and the NSPCC Report Abuse Helpline for sexual harassment or abuse, as well as hotlines for hate crime, terrorism and fraud which might be useful to share with parents, and anonymous support for children and young people.

12. References

Ofsted document Inspecting e-Safety in Schools

LGFL e-Safety Policy Template 2023

SWGFL e-Safety guidance

The Key Online Safety Policy Template 2023