



Hesleden Primary School

Online Safety

Policy and Guidance

2018

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1. Creating an Online Safety Ethos

1.1 Aims and policy scope

In today's society, children, young people and adults interact with technologies such as mobile phones, tablets, games consoles and the Internet on a daily basis and experience a wide range of opportunities, attitudes and situations. The exchange of ideas, social interaction and learning opportunities involved are greatly beneficial to all, but can occasionally place children, young people and adults in danger.

Online safety covers issues relating to children and young people as well as adults, and their safe use of the Internet, mobile phones, tablets and other electronic communications technologies, both in and out of school or settings. It includes education for all members of the community on risks and responsibilities and is part of the 'duty of care' which applies to everyone working with children. It should be noted that the use of the term 'online safety' rather than 'e-Safety' should be used to reflect the wide range of issues associated with technology and a user's access to content, contact with others and behavioural issues and is a move away from being regarded as an ICT issue.

Online safety is an essential element of all education settings' safeguarding responsibilities and requires strategic oversight and ownership to be able to develop appropriate policies and procedures to protect and prepare all members of the community. The online safety agenda has shifted towards enabling children and young people to manage risk and requires a comprehensive and embedded curriculum which is adapted specifically to the needs and requirements of children and the setting. Online safety should be embedded throughout settings' safeguarding practice and is clearly identified as an issue for leaders and managers to consider and address.

Schools and other educational settings must decide on the right balance between controlling access to the internet and technology, setting rules and boundaries and educating children and staff about responsible use. Schools and settings must be aware that children and staff cannot be completely prevented from being exposed to risks both on and offline. Whilst in some early years settings it may not feel necessary to have a separate and specific online safety policy (e.g. in small settings with no internet access for staff or children) there will still be issues regarding professional conduct, dealing with disclosures or online abuse and data protection/security that managers and proprietors will need to consider and address. In some cases these issues can be addressed within other existing policies (such as health and safety, staff codes of conduct, data security and safeguarding) but managers and proprietors must ensure that they are suitably covered.

Children in all settings should be empowered and educated so that they are equipped with the skills to make safe and responsible decisions as well as to feel able to report any concerns. All members of staff need to be aware of the importance of good online safety practice in order to educate and protect the children in their care. Members of staff also need to be informed about how to manage their own professional reputation online and demonstrate appropriate online behaviours compatible with their role.

Breaches of an online safety policy can and have led to civil, disciplinary and criminal action being taken against staff, children and members of the wider school community. It is crucial that all settings are aware of the offline consequences that online actions can have and a clearly embedded and understood policy can enable education leaders and managers to ensure that safe practice is established. The online safety policy is essential in setting out how the school plans to develop and establish its approach and to identify core principles which all members of the community need to be aware of and understand.

Leaders and managers within education settings will be encouraging and supporting the positive use of Information and Communication Technology (ICT) to develop curriculum and learning opportunities as well as promoting personal enjoyment and achievements for all members of the community. It is essential that the use of ICT and online tools is carefully managed by educational settings to ensure that all members of the community are kept safe and that online risks and dangers are recognised by the setting and mitigated. Leaders and managers within educational settings will have specific statutory responsibilities regarding ensuring and promoting children's safety and well-being which apply to both the on and offline world that today's children inhabit. Statutory government guidance which highlights this for education settings includes Keeping Children Safe in Education (May 2016 to be implemented in September 2016), Prevent and Tackling Bullying (November 2014), Screening, Searching and Confiscation (February 2014) and The Prevent Duty (July 2015).

Children and young people are likely to encounter a range of risks online highlighted as content, contact and conduct (also identified within Annex C of 'Keeping children safe in education' 2016). These issues can be summarised as:

	Commercial	Aggressive	Sexual	Values
Content Child as recipient	Advertising Spam Copyright Sponsorship Hacking	Violent content Hateful Content	Pornographic content Unwelcome sexual comments	Bias Racist and extremist content Misleading info/advice Body Image and self esteem Distressing or offensive content
Contact Child as participant	Tracking Harvesting data Sharing personal information	Being bullied, harassed or stalked	Meeting strangers Sexualised bullying (including sexting) Grooming Online Child Sexual Exploitation	Self-harm and suicide Unwelcome persuasions Grooming for extremism
Conduct Child as actor	Illegal downloading Hacking Gambling Privacy Copyright	Bullying, harassing or stalking others	Creating and uploading inappropriate or illegal content (including "sexting") Unhealthy/inappropriate sexual relationships Child on child sexualised or harmful behaviour	Providing misleading information and advice Encouraging others to take risks online Sharing extremist views Problematic Internet Use or "Addiction" Plagiarism

Content adapted from EU Kids Online 2008

'Keeping children safe in education' 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. It applies to all schools and colleges, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools, pupil referral units and all further education colleges and sixth-form colleges and relates to responsibilities towards children under the age of 18.

All schools and colleges must have regards to 'Keeping children safe in education' when carrying out their duties to safeguard and promote the welfare of children and schools and colleges should comply with the guidance unless exceptional circumstances arise. 'Keeping children safe in education' 2016 highlights online safety as a safeguarding issue for schools and colleges and therefore it must be considered and implemented within schools and settings statutory safeguarding responsibilities.

'Keeping children safe in education' 2016 highlights a range of specific statutory responsibilities for schools and colleges regarding online safety which governing bodies and proprietors need to be aware of. This includes (but is not limited to) the need for all staff to be aware of the role of technology within sexual and emotional abuse and also Child Sexual Exploitation and radicalisation and the need for all staff to be aware that abuse can be perpetrated by children themselves and specifically identifies sexting and cyberbullying.

The Early Years Foundation Stage framework 2014 highlights that early years settings should ensure that children are taking steps to understand and explore the world around them. This will include the use of technology. Section 3.4 also highlights the need for early years settings to have a safeguarding policy in place regarding the use of mobile phones. Section 3.6 also highlights the need for staff to have appropriate training to recognise child abuse and inappropriate behaviour (including the sharing of images).

Education settings will also need to be mindful of the role of Ofsted and the practice expectations regarding online safety within the Common Inspection Framework (CIF), Inspecting Safeguarding briefing and supporting documents (September 2015 and subsequent updates) which highlights online safety as part of safeguarding for maintained schools and academies, non-association independent schools, further education

and skills provision and early years settings as part of role and responsibilities under “Effectiveness of leadership and management” and “Personal development, behaviour and welfare”.

The online safety Policy will need to be interlinked with many different school/setting policies including the Child Protection/Safeguarding Policy, Anti-Bullying, Home School agreement, Behaviour and School Development Plan and should relate to other policies including those for personal, social and health education (PSHE) and for citizenship.

Online Safety policies will provide education settings with an essential framework to develop their online safety ethos as part of safeguarding and enable leaders and managers to set out strategic approaches and considerations as well as ways to monitor impact. It is essential that the online safety policies are implemented as part of the settings safeguarding roles and responsibilities.

Hesleden Primary:

- believes that online safety is an essential element of safeguarding children and adults in the digital world, when using technology such as computers, tablets, mobile phones or games consoles.
- identifies that the internet and information communication technologies are an important part of everyday life, so children must be supported to be able to learn how to develop strategies to manage and respond to risk and be empowered to build resilience online.
- has a duty to provide the community with quality Internet access to raise education standards, promote achievement, support professional work of staff and enhance management functions.
- identifies that there is a clear duty to ensure that all children and staff are protected from potential harm online.
- The purpose of our online safety policy is to:
 - Clearly identify the key principles expected of all members of the community with regards to the safe and responsible use technology to ensure that our school is a safe and secure environment.
 - Safeguard and protect all members of our community online.
 - Raise awareness with all members of our school community regarding the potential risks as well as benefits of technology.
 - To enable all staff to work safely and responsibly, to role model positive behaviour online and be aware of the need to manage their own standards and practice when using technology.
 - Identify clear procedures to use when responding to online safety concerns that are known by all members of the community.
 - This policy applies to all staff including the governing body, teachers, support staff, external contractors, visitors, volunteers and other individuals who work for or provide services on behalf of the school (collectively referred to as ‘staff’ in this policy) as well as children and parents/carers.
 - This policy applies to all access to the internet and use of information communication devices, including personal devices, or where children, staff or other individuals have been provided with school issued devices for use off-site, such as a work laptops, tablets or mobile phones.
 - This policy must be read in conjunction with other relevant school policies including (but not limited to) safeguarding and child protection, anti-bullying, behaviour, data security, image use, Acceptable Use Policies, and relevant curriculum policies including computing, Personal Social and Health Education (PSHE), Citizenship and Sex and Relationships Education (SRE).

1.2 Writing and reviewing the online safety policy

The Designated Safeguarding Lead (DSL) and Online Safety Lead is Mrs Dunn (HT)

The Online safety lead (Safeguarding) for the Governing Body is Mrs Diane Patterson

Policy approved by Head Teacher: **Date:**

Policy approved by Governing Body: **Date:**

The date for the next policy review is (Annual review is recommended as a minimum)

- This online safety policy has been written by the school, involving staff, pupils and parents/carers, building on the Durham County Council (DCC) online safety policy template, with specialist advice and input as required.
- The policy has been approved and agreed by the Leadership/Management Team and Governing Body
- The school has appointed the Designated Safeguarding Lead as an appropriate member of the leadership team and the online safety lead.
- The school has appointed Mrs Patterson as the member of the Governing Body to take lead responsibility for safeguarding and online safety.
- The online safety Policy and its implementation will be reviewed by the school at least biannually or sooner if required.

1.3 Key responsibilities for the community

1.3.1 Key responsibilities of the school management team

The management or leadership team (including the Governing body) within school have statutory responsibilities for child protection, of which online safety is an essential element. 'Keeping children safe in education' 2016 highlights a range of specific statutory responsibilities for schools and colleges regarding online safety which governing bodies and proprietors need to be aware of within part two: the management of safeguarding. This includes ensuring that appropriate filtering and monitoring of internet access is in place, that all members of staff receive appropriate training and guidance and that the curriculum prepares children for the digital world.

Additional guidance regarding online safety is provided to schools and colleges within Annex C. Governing bodies and proprietors should ensure that they read Annex C and consider how the requirements can be implemented in their setting. For further information about the role of online safety within 'Keeping children safe in education' 2016 please access the Kent e-Safety blog:

<https://kentesafety.wordpress.com/2016/06/06/online-safety-within-keeping-children-safe-in-education-2016/>

The key responsibilities of the school leadership team are:

- Developing, owning and promoting the online safety vision and culture to all stakeholders, in line with national and local recommendations with appropriate support and consultation throughout the school community.
- Ensuring that online safety is viewed by the whole community as a safeguarding issue and proactively developing a robust online safety culture.
- Supporting the Designated Safeguarding Lead (DSL) and / or the Online Safeguarding Lead by ensuring they have sufficient time and resources to fulfil their online safety role and responsibilities.
- Ensuring there are appropriate and up-to-date policies and procedures regarding online safety including an Acceptable Use Policy which covers appropriate professional conduct and use of technology.
- To ensure that suitable and appropriate filtering and monitoring systems are in place to protect children from inappropriate content which meet the needs of the school community whilst ensuring children have access to required educational material.
- To work with and support technical staff in monitoring the safety and security of school systems and networks and to ensure that the school network system is actively monitored.
- Ensuring all members of staff receive regular, up-to-date and appropriate training regarding online safety roles and responsibilities and provide guidance regarding safe appropriate communications.
- Ensuring that online safety is embedded within a progressive whole school curriculum which enables all pupils to develop an age-appropriate understanding of online safety and the associated risks and safe behaviours.

- To be aware of any online safety incidents and ensure that external agencies and support are liaised with as appropriate.
- Receiving and regularly reviewing online safeguarding records and using them to inform and shape future practice.
- Ensuring there are robust reporting channels for the school community to access regarding online safety concerns, including internal, local and national support.
- Ensure that appropriate risk assessments are undertaken regarding the safe use of technology, including ensuring the safe and responsible use of devices.
- To ensure a member of the Governing Body is identified with a lead responsibility for supporting online safety.
- Auditing and evaluating current online safety practice to identify strengths and areas for improvement.
- To ensure that the Designated Safeguarding Lead (DSL) works with the online safety lead.

1.3.2 Key responsibilities of the Designated Safeguarding Lead (DSL) / Online safety lead

All Schools are encouraged to appoint an online safety lead, who is responsible for coordinating the whole school online safety approaches, supporting and raising awareness with the wider community, promoting a safe and responsible online safety culture and acting as the lead for dealing with online safety issues that arise. The online safety lead must have appropriate training, support and authority to carry out the role.

'Keeping children safe in education' 2016 highlights that online safety is a safeguarding concern; therefore the ultimate responsibility for online safety falls within the remit of the Designated Safeguarding Lead (DSL). The role of the DSL is to act as a source of support, advice and expertise on all safeguarding issues and encourage a safe and positive culture within the setting and online safety will fall within the scope of this role. Online safety concerns may also cross the child protection threshold and will require referral to other agencies and therefore the online safety lead will require an understanding and experience of this process. It is the role of the DSL to keep appropriate child protection and safeguarding records.

It will not be appropriate for the online safety lead to be another member of staff (e.g. a computing lead or member of the technical staff) unless they have accessed appropriate training, such as that of the DSL to be able to act as a deputy. The online safety lead must be a member of the leadership or management team due to the requirements and expectations of the role (directing resources and advising/supporting other staff) and to ensure that online safety is given a whole setting approach with a coordinated focus.

In some settings another member of staff may be preferred to hold the online safety lead role due to individual knowledge and experience. They should therefore access appropriate training and work in partnership with the DSL who will have overall responsibility for the schools safeguarding approaches. The Designated Safeguarding Lead (DSL) must always be made aware of and involved with any child protection disclosures or incidents. The DSL must be aware of and involved in all staff online safety training to enable them to keep up-to-date records. The DSL must also be involved in online safety policy development. Staff with appropriate skills, interest and expertise regarding online safety should be encouraged to help support the DSL and any deputies as appropriate, for example when developing curriculum approaches or making technical decisions. However schools must be clear that ultimate responsibility for online safety sits with the Designated Safeguarding Lead.

If a deputy DSL takes responsibility for online safety to support the DSL then schools should ensure that sufficient time and resources are in place to enable the DSL to be kept informed on any issues of concerns. Some schools may wish to implement regular safeguarding meetings to allow DSLs time to reflect on the school's needs and identify and implement any action as appropriate. Online safety leads do not need to have vast technical knowledge as it is a safeguarding and not a technical role. It is however helpful if the online safety lead has some basic knowledge of current technology and ICT and has a clear understanding of the benefits as well as the risks that technology poses.

Online Safety Groups/Committees

Many schools are now choosing to support the DSL by setting up online safety groups or committees who can support and share workloads and tasks. This builds resilience and enables schools to demonstrate that

key members of the community are involved in establishing a shared whole community approach to online safety. Possible online safety group members could include:

- Designated Safeguarding Lead(s)
- Computing (ICT Lead)Head of Subject
- PSHE Lead/Head of Subject
- Technical staff e.g. Network Manager, IT Technicians
- Governor
- SENCO
- Pastoral staff e.g. Family Liaison Officer, learning mentors etc.
- Parents/Carers (please note schools may not wish parents/carers to always be present due to confidential nature of some issues discussed)
- Pupils/children (please note schools may not wish children to always be present due to confidential nature of some issues discussed)
- Other community members (e.g. local Police, Children Centre, Nursery) as appropriate

Online safety groups can be used to support and deliver the key online safety tasks of the DSL and are a useful approach to help enable incorporate and maximum the range of experiences and expertise within schools. The group should report regularly to the governing body or other appropriate body to help inform them of existing practice and localised concerns.

The key responsibilities of the Online Safety Lead are:

- Working closely with the DSL to help ensure that all safeguarding incidents either online or otherwise are dealt with following the schools safeguarding procedures.
- Acting as a named point of contact on all online safeguarding issues and liaising with other members of staff and other agencies as appropriate.
- Keeping up-to-date with current research, legislation and trends regarding online safety.
- Coordinating participation in local and national events to promote positive online behaviour, e.g. Safer Internet Day.
- Ensuring that online safety is promoted to parents and carers and the wider community through a variety of channels and approaches.
- Work with the school lead for data protection and data security to ensure that practice is in line with current legislation.
- Maintaining a record of online safety concerns/incidents and actions taken as part of the schools safeguarding recording structures and mechanisms.
- Monitor the school's online safety incidents to identify gaps/trends and use this data to update the school's education response to reflect need.
- To report to the school management team, Governing Body and other agencies as appropriate, on online safety concerns and local data/figures.
- Liaising with the local authority and other local and national bodies, as appropriate.
- Working with the school leadership and management to review and update the online safety policies, Acceptable Use Policies (AUPs) and other related policies on a regular basis (at least annually) with stakeholder input.
- Ensuring that online safety is integrated with other appropriate school policies and procedures.
- Leading an online safety team/group.
- Meet regularly with the governor/board/committee member with a lead responsibility for online safety.

1.3.3 Key responsibilities of staff

All members of staff play an essential role in creating a safe culture within settings, both on and offline. All members of staff should seek to promote safe and responsible online conduct with and by children as part of the curriculum and as part of their safeguarding responsibilities. All members of staff will need to role

model positive behaviours when using technologies, either directly with children or in the wider context. All staff should be aware of and ensure they adhere to the school/setting Acceptable Use Policies (AUPs). Children will come into contact with a variety of staff throughout their time in education. Members of staff in schools are likely to be the first point of contact for online safety incidents, or will be in a position to identify changes in behaviour which may indicate that an individual is at risk of harm. It is therefore essential that all members of staff have a good awareness of online safety issues, 'Keeping children safe in education' 2016 highlights that all staff in schools and colleges must be aware of online safety concerns including, but not limited to sexting and cyberbullying. All members of staff must also know the appropriate procedures for escalating incidents or concerns to the designated safeguarding lead and also to external agencies as appropriate. All members of staff must be made aware of the duty to respond, report and record safeguarding issues and therefore be aware of the school's procedures for managing on and offline safety disclosures or concerns.

Where services are provided within schools by external contractors, it is essential that the school takes steps to ensure that outside providers support the schools online safety ethos and will adhere to the settings online safety policy and practices.

The key responsibilities for all members of staff are:

- Contributing to the development of online safety policies.
- Reading the school Acceptable Use Policies (AUPs) and adhering to them.
- Taking responsibility for the security of school systems and data.
- Having an awareness of a range of different online safety issues and how they may relate to the children in their care.
- Modelling good practice when using new and emerging technologies
- Embedding online safety education in curriculum delivery wherever possible.
- Identifying individuals of concern and taking appropriate action by following school safeguarding policies and procedures.
- Knowing when and how to escalate online safety issues, internally and externally.
- Being able to signpost to appropriate support available for online safety issues, internally and externally.
- Maintaining a professional level of conduct in their personal use of technology, both on and off site.
- Demonstrating an emphasis on positive learning opportunities.
- Taking personal responsibility for professional development in this area.

1.3.5. Additional responsibilities for staff managing the technical environment

Members of staff who are responsible for managing the school technical environment have an essential role to play in establishing and maintaining a safe online environment and culture within establishments.

Staff with responsibility for the technical environment should work closely with the school leaders, designated safeguarding lead as well as pastoral and curriculum staff (where appropriate) to provide expertise relating to appropriate education use of ICT systems and also to ensure that learning opportunities are not unnecessarily restricted by technical safety measures.

Technical staff will need clear supervision and support in their roles by the leadership and management team (including safeguarding leads) and, along with all staff, will require regular training and professional opportunities to enable them to remain up-to-date with emerging online safety issues.

Technical staff should be clear about the procedures they must follow if they discover, or suspect, online safety incidents through monitoring of network activity and the need for these issues to be escalated immediately to the DSL and/or headteacher in line with existing school safeguarding policies (including allegations and whistleblowing).

In some settings, technical support may be outsourced to an external service provider. In such instances, it is important that the service provider understands supports and upholds the settings online safety practices, taking appropriate steps to minimise risks, and reporting any breaches of system or network security to online safety coordinator and leadership team to enable appropriate internal action to be taken.

- The responsibility for managing the technical environment is ultimately the responsibility of the Head and the Governing Body. Many schools make use of a shared engineer or service provider to maintain and develop their infrastructure. The responsibility for managing this service rests with the school and should be the responsibility of a member of the SMT.
- Mrs Dunn (HT) will be responsible for managing any external technical service provider to help ensure that the technical environment within the school is both safe and secure.

The key responsibilities for staff managing the technical environment are:

- Providing a safe and secure technical infrastructure which support safe online practices while ensuring that learning opportunities are still maximised.
- Taking responsibility for the implementation of safe security of systems and data in partnership with the leadership and management team.
- To ensure that suitable access controls and encryption is implemented to protect personal and sensitive information held on school-owned devices.
- Ensuring that the school's filtering policy is applied and updated on a regular basis and that responsibility for its implementation is shared with the DSL.
- Ensuring that the use of the school's network is regularly monitored and reporting any deliberate or accidental misuse to the DSL.
- Report any breaches or concerns to the DSL and leadership team and together ensure that they are recorded and appropriate action is taken as advised.
- Developing an understanding of the relevant legislation as it relates to the security and safety of the technical infrastructure.
- Report any breaches and liaising with the local authority (or other local or national bodies) as appropriate on technical infrastructure issues.
- Providing technical support and perspective to the DSL and leadership team, especially in the development and implementation of appropriate online safety policies and procedures.
- Ensuring that the school's ICT infrastructure/system is secure and not open to misuse or malicious attack.
- Ensuring that appropriate anti-virus software and system updates are installed and maintained on all setting machines and portable devices.
- Ensure that appropriately strong passwords are applied and enforced for all but the youngest users.

1.3.5 Key responsibilities of children and young people

The essential role and responsibilities for children and young people themselves in relation to their own online safety should not be underestimated. Children should be encouraged and empowered to develop safe and responsible online behaviours over time which will enable them to manage and respond to online risks as they occur.

Children and young people should form an important part of policy development, especially with regards to safeguarding, as if children feel that their views have been heard (and in turn can therefore understand some of the issues affecting the decisions) then settings may find that they are more inclined to abide by them.

Children and young people are also more likely to be aware of new developments within technology and may be able to provide schools and settings with an excellent way of keeping up-to-date with the rapidly changing pace of development, especially within social media and the associated apps and games.

The key responsibilities of children and young people are:

- Contributing to the development of online safety policies.
- Reading the school Acceptable Use Policies (AUPs) and adhering to them.
- Respecting the feelings and rights of others both on and offline.
- Seeking help from a trusted adult if things go wrong, and supporting others that may be experiencing online safety issues.

At a level that is appropriate to their individual age, ability and vulnerabilities:

- Taking responsibility for keeping themselves and others safe online.

- Taking responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.
- Assessing the personal risks of using any particular technology, and behaving safely and responsibly to limit those risks.

1.3.6. Key responsibilities of parents and carers

Parents /carers play a crucial role in developing children's safe and responsible online behaviours, especially where a majority of children's access will be taking place when they are not on the school site. Schools have a clear responsibility to work in partnership with families to raise awareness of online safety issues. Through this approach, parents/carers can help schools to reinforce online safety messages and promote and encourage safe online behaviours wherever, and whenever, children use technology.

A partnership approach will need to be established via a variety of approaches and strategies and schools should ensure that online safety messages are shared and promoted with parents through a variety of communication channels and events throughout the year.

As with children and young people, parents/carers should be involved in the development of the online safety policies to help build and develop a shared approach to safeguarding children online, both at school and at home.

The school will help children to learn about staying safe online, but recognises that the primary responsibility for online safety at home lies with parents / carers. The school will seek to work with families to help them to encourage children to adopt safe use of the digital technologies at home.

The key responsibilities of parents and carers are:

- Reading the school/setting Acceptable Use Policies, encouraging their children to adhere to them, and adhering to them themselves where appropriate.
- Discussing online safety issues with their children, supporting the school in their online safety approaches, and reinforcing appropriate safe online behaviours at home.
- Role modelling safe and appropriate uses of technology and social media.
- Identifying changes in behaviour that could indicate that their child is at risk of harm online.
- Seeking help and support from the school, or other appropriate agencies, if they or their child encounters online problems or concerns.
- Contributing to the development of the school/setting online safety policies.
- Using school systems, such as learning platforms, and other network resources, safely and appropriately.
- Taking responsibility for their own awareness and learning in relation to the opportunities and risks posed by new and emerging technologies.

2. Online Communication and Safer Use of Technology

Schools and settings will be using a variety of online communication and collaboration tools both informally and formally with children, parents/carers and staff. It will be important that managers and leaders are aware of this use and provide clear boundaries and expectations for safe use.

2.1 Managing the school website

Many schools and settings have created excellent websites that share essential information with the community and also inspire children to create and celebrate work of a high standard. Websites can be used to keep members of the community informed with policies, procedures and local events and can also be used to celebrate children's work, promote the school and publish resources for projects. Editorial guidance will help reflect the settings requirements for accuracy and good presentation.

For some settings, especially early years providers, an online presence may take place through social media channels rather than via formal website. Settings should therefore access section 3 of this document regarding social media, to ensure that this is done safely and responsibly.

Publication of information should be considered from a personal and school security viewpoint. Sensitive information about schools and children could be found in a newsletter but a website is more widely available to the public. Material such as detailed school plans and full staff contact details may be better published in the staff handbook or on a secure part of the website which requires authentication from visitors.

Schools are required to publish certain information online – this means that they **must** have a website. The most recent guidance reading information that must be published online can be found here <https://www.gov.uk/what-maintained-schools-must-publish-online>

- The school will ensure that information posted on the school website meets the requirements as identified by the Department for Education (DfE).
- The contact details on the website will be the school address, email and telephone number. Staff or pupils' personal information will not be published.
- The head teacher will take overall editorial responsibility for online content published and will ensure that information is accurate and appropriate.
- The website will comply with the school's guidelines for publications including accessibility respect for intellectual property rights, privacy policies and copyright.
- Email addresses will not be published online
- Pupils work will not be published on the website.
- The administrator account for the school website will be safeguarded with an appropriately strong password.
- The school will post information about safeguarding, including online safety, on the school website for members of the community.

2.2 Publishing images and videos online

- The school will ensure that all images and videos shared online are used in accordance with the school image use policy.
- The school will ensure that all use of images and videos take place in accordance other policies and procedures including data security, Acceptable Use Policies, Codes of Conduct, social media, use of personal devices and mobile phones etc.
- In line with the image policy, written permission from parents or carers will always be obtained before images/videos of pupils are electronically published.
- Images and videos will not be published on our school's website.

2.3 Managing email

Email is an essential method of communication for staff, parents and children. The implications of email use for the school need to be thought through and appropriate safety measures put in place. Unregulated email can provide routes to the school community that bypass traditional boundaries and therefore use of personal email addresses by staff for any official business should not be permitted.

Schools need to address the concern regarding the degree of responsibility that can be delegated to individuals, as once email is available it is difficult to control. In the school context (as in the business world), email should not be considered private and most schools reserve the right to monitor official email communication. There is however a balance to be achieved between necessary monitoring to maintain the safety of the community and the preservation of employees' human rights, both of which are covered by recent legislation.

Schools will need to consider appropriate use of school email when members of staff are not on site, for example use of personal devices (such as tablets and mobile phones) as this could lead to confidentiality and

data protection breaches. Please see section 4 regarding use of personal mobile phones and devices for further consideration on this issue.

Use of school email when offsite may also need to be covered elsewhere within school policies (such as the school AUP). Leaders will need to consider the need to safeguard data but also to ensure that members of staff develop an appropriate work life balance. This will need to apply to all members of staff including leaders. Members of staff should be discouraged from emailing pupils or parents late at night (unless in emergency circumstances or those agreed by the DSL) to promote appropriate professional boundaries. Excessive out of hour use of email may place staff under pressure to feel that they need to be available 24/7 and reply to emails sent late at night or during holiday periods. In some emergency circumstances, then this be considered an appropriate necessity, however if it becomes common practice then it may place staff under unnecessary stress which may impact on well-being within school.

Schools will need to consider and manage children's use of school provided email addresses. The use of email identities such as **john.smith@school.durham.sch.uk** may need to be avoided for younger pupils, as revealing this information could potentially expose a child to identification by unsuitable people. Email accounts should not be provided if they can be used to identify both a pupil's full name and their school. Schools will need to consider if it is appropriate for pupils to have access to an email address which allows them to communicate externally. Secondary schools should limit pupils to email accounts which have been approved and are managed by the school and for primary schools, whole-class or project email addresses may be more appropriate.

When using external email providers, such as Google Apps for education, to provide staff and pupils with email systems, schools must pay close attention to the site's terms and conditions as some providers have restrictions of use and age limits for their services. Schools must ensure that they abide by data protection legislation/GDPR and are consciously aware where that information is physically and/or virtually stored and how it may be accessed. School will need to ensure that any use of specific systems such as Google Apps for education etc. are appropriately risk assessed and will need to include their use within acceptable use policies.

Professionals must ensure that their use of email at work always complies with data protection legislation and confidential or personal data must not be sent electronically via email unless they are appropriately encrypted. In most cases simply using a password to protect file attachments will not be sufficient and can breach data protection requirements. Leaders are strongly encouraged to ensure staff are appropriately trained and should ensure members of staff use appropriately secure email systems to share any sensitive or personal information.

The following links may be helpful to enable leaders to consider how to respond to this:

- www.kelsi.org.uk/news-and-events/news/primary/how-to-prevent-being-the-next-headline-information-security-breach
- www.kelsi.org.uk/_data/assets/pdf_file/0016/23713/Child-protection-newsletter-September-2014.pdf
- www.kelsi.org.uk/school-management/data-and-reporting/access-to-information

- Pupils may only use school provided email accounts for educational purposes
- All members of staff are provided with a specific school email address to use for any official communication.
- The use of personal email addresses by staff for any official school business is not permitted.
- The forwarding of any chain messages/emails etc. is not permitted. Spam or junk mail will be blocked and reported to the email provider.
- Any electronic communication which contains any content which could be subject to data protection legislation (e.g. sensitive or personal information) will only be sent using secure and encrypted email
- Access to school email systems will always take place in accordance to data protection legislation and in line with other appropriate school policies e.g. confidentiality.
- Members of the community must immediately tell a designated member of staff if they receive offensive communication and this will be recorded in the school safeguarding files/records.
- Whole-class or group email addresses may be used for communication outside of the school.

- Staff will be encouraged to develop an appropriate work life balance when responding to email, especially if communication is taking place between staff and pupils and parents.
- Excessive social email use can interfere with teaching and learning and will be restricted. Access in school to external personal email accounts may be blocked.
- Email sent to external organisations should be written carefully and authorised before sending, in the same way as a letter written on school headed paper would be.
- The school will have a dedicated email for reporting wellbeing and pastoral issues. This inbox will be managed by designated and trained staff.
- School email addresses and other official contact details will not be used for setting up personal social media accounts.

2.4 Official video-conferencing and webcam use for educational purposes – not used at Hesleden Primary

- The school acknowledges that video-conferencing is a challenging activity with a wide range of learning benefits. Preparation and evaluation are essential to the whole activity.
- All video-conferencing equipment will be switched off when not in use and where appropriate, not set to auto answer.
- Equipment connected to the educational broadband network will use the national E.164 numbering system and display their H.323 ID name.
- External IP addresses will not be made available to other sites.
- Video-conferencing contact details will not be posted publically.
- Video-conferencing equipment will be kept securely and, if necessary, locked away when not in use.
- School video-conferencing equipment will not be taken off school premises without permission.
- Staff will ensure that external video-conference opportunities and/or tools are suitably risk assessed and will ensure that accounts and systems used to access events are appropriately safe and secure.

Users

- Pupils will ask permission from a teacher before making or answering a video-conference call or message.
- Video-conferencing will be supervised appropriately for the pupils' age and ability.
- Parents and carers consent will be obtained prior to children taking part in video-conferencing activities.
- Video-conferencing will take place via official and approved communication channels following a robust risk assessment.
- Only key administrators will be given access to video-conferencing administration areas or remote control pages.
- Unique log on and password details for the educational video-conferencing services will only be issued to members of staff and kept secure.

Content

- When recording a video-conference lesson, written permission will be given by all sites and participants. The reason for the recording must be given and the recording of video-conference should be clear to all parties at the start of the conference. Recorded material will be stored securely.
- If third party materials are to be included, the school will check that recording is acceptable to avoid infringing the third party intellectual property rights.
- The school will establish dialogue with other conference participants before taking part in a videoconference. If it is a non-school site, the school will check that they are delivering material that is appropriate for the class.

2.5 Appropriate and safe classroom use of the internet and any associated devices

Increased use of internet enabled devices and improved Internet access and its impact on pupils learning outcomes must be considered by leaders and managers. Developing safe and effective practice in using the Internet for teaching and learning is essential.

Schools and settings will need to adapt this section in accordance with the internet access provided as well to identify safe approaches for the full range of devices used, for example tablets. If schools/settings use devices which do not require pupils or staff to "login" to systems (such as iPads) to access the internet then leaders/managers must ensure that there are appropriate mechanisms in place to log which member of the community has had access to which devices in order to ensure that if concerns are identified, the school can trace users.

The decision regarding which classroom tools, such as search engines, to use will be down to individual schools (Headteachers/Managers and Governing bodies etc.) to consider. Increasingly many schools are choosing to allow children (from key stage two onwards) to use popular search engine sites such as Google or Bing rather than tools specifically considered to be "child friendly". Schools should be aware that using tools such as Google and Bing does increase the risks of children being exposed, both accidentally and deliberately to unsuitable content. It is likely that this decision will depend on the children's ages and abilities and also adult supervision and any use of monitoring systems. These decisions should be made based on a risk assessment approach which considers the benefits of access for education and learning, the possible safeguarding concerns and also the possible negative impact on pupil's education if they are unnecessarily restricted from appropriate online resources. Further information which might be useful to help leaders and managers consider possible options can be found on the Kelsi website: www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety/e-safety-classroom-materials

All members of staff must be aware that no search engine or filtering tool is ever completely safe, and appropriate supervision, use of safe search tools (where possible), pre-checks of search terms, age appropriate education for pupils and robust classroom management must always be in place. However despite these steps children may still be exposed to inappropriate content therefore leaders must ensure that there are clear procedures for reporting access to unsuitable content, which are known by both children and staff.

The quality of information received via the media is variable and everyone needs to develop critical skills in selecting and evaluating content. Information received via online requires even information handling and digital literacy skills. Online content may be difficult to determine origin, intent and accuracy, as the contextual clues may be missing or difficult to read and a whole curriculum approach may be required. Researching potentially emotive themes such as the Holocaust, radicalisation, animal testing, nuclear energy etc. provides an opportunity for pupils to develop skills in evaluating Internet content, for example researching the Holocaust will undoubtedly lead to Holocaust denial sites which teachers must be aware of. Additionally, the potential risk of exposure to extremist content when researching some content must also be considered.

If schools permit children to bring and use their own devices whilst on site (even if not formally used within lessons) then this may be explicitly risk assessed and supported with clear policies, procedures and training.

- Internet use is a key feature of educational access and all children will receive age and ability appropriate education to support and enable them to develop strategies to respond to concerns as part of an embedded whole school curriculum. Please access subject specific curriculum for further information.
- The school's internet access will be designed to enhance and extend education.
- Access levels to the internet will be reviewed to reflect the curriculum requirements and the age and ability of pupils.
- All members of staff are aware that they cannot rely on filtering alone to safeguard children and supervision, classroom management and education about safe and responsible use is essential.
 - Supervision of pupils will be appropriate to their age and ability
 - At Early Years Foundation Stage and Key Stage 1 pupils' access to the Internet will be by adult demonstration with occasional directly supervised access to specific and approved online materials which supports the learning outcomes planned for the pupils' age and ability.
 - At Key Stage 2 pupils will be supervised. Pupils will use age-appropriate search engines and online tools and online activities will be teacher-directed where necessary. Children will be directed to online material and resources which support the learning outcomes planned for the pupils' age and ability.

- In residential provisions the school will balance children's ability to take part in age appropriate peer activities online with the need for the school to detect abuse, bullying or unsafe practice by children in accordance with the national minimum standards (NMS).
- All school owned devices will be used in accordance with the school Acceptable Use Policy and with appropriate safety and security measure in place.
- Members of staff will always evaluate websites, tools and apps fully before use in the classroom or recommending for use at home.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation. [THINK / TASK]
- The school will ensure that the use of Internet-derived materials by staff and pupils complies with copyright law and acknowledge the source of information.
- The school will ensure that safety features are enabled on adult sites which the staff direct children to use (e.g. Google Safe Search, YouTube Safety Mode)
- Pupils will be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- The evaluation of online materials is a part of teaching and learning in every subject and will be viewed as a whole-school requirement across the curriculum.
- The school will use the internet to enable pupils and staff to communicate and collaborate in a safe and secure environment.

2.6 Management of school learning platforms/portals/gateways

- Leaders/managers and staff will regularly monitor the usage of the Learning Platform (LP) in all areas, in particular message and communication tools and publishing facilities.
- Pupils/staff will be advised about acceptable conduct and use when using the LP.
- Only members of the current pupil, parent/carers and staff community will have access to the LP.
- All users will be mindful of copyright issues and will only upload appropriate content onto the LP.
- When staff, pupils' etc. leave the school their account or rights to specific school areas will be disabled or transferred to their new establishment.
- Any concerns about content on the LP will be recorded and dealt with in the following ways:
 - a) The user will be asked to remove any material deemed to be inappropriate or offensive.
 - b) The material will be removed by the site administrator if the user does not comply.
 - c) Access to the LP for the user may be suspended.
 - d) The user will need to discuss the issues with a member of leadership before reinstatement.
 - e) A pupil's parent/carer may be informed.
- A visitor may be invited onto the LP by a member of the leadership. In this instance there may be an agreed focus or a limited time slot.
- Pupils may require editorial approval from a member of staff. This may be given to the pupil to fulfil a specific aim and may have a limited time frame.

3. Social Media Policy

Additional guidance and considerations for schools around this topic can be found on Kelsi: www.kelsi.org.uk/pupil_support_and_wellbeing/safety_health_and_wellbeing/child_protection_safeguarding/e-safety.aspx

3.1. General social media use

- Expectations regarding safe and responsible use of social media will apply to all members of the school community and exist in order to safeguard both the school and the wider community, on and offline. Examples of social media may include blogs, wikis, social networking sites, forums, bulletin boards, multi-player online gaming, apps, video/photo sharing sites, chatrooms, instant messenger and many others.

- All members of our school community will be encouraged to engage in social media in a positive, safe and responsible manner at all times.
- Information about safe and responsible use of social media will be communicated clearly and regularly to all members of our school community.
- All members of our school community are advised not to publish specific and detailed private thoughts, concerns, pictures or messages on any social media services, especially content that may be considered threatening, hurtful or defamatory to others.
- The school will control pupil and staff access to social media and social networking sites whilst on site and when using school provided devices and systems – Twitter is available on staff iPads ONLY.
- The use of social networking applications during school hours for personal use **is not** permitted.
- Inappropriate or excessive use of social media during school/work hours or whilst using school devices may result in disciplinary or legal action and/or removal of Internet facilities.
- Any concerns regarding the online conduct of any member of the school community on social media sites should be reported to the leadership team and will be managed in accordance with policies such as anti-bullying, allegations against staff, behaviour and safeguarding/child protection.
- Any breaches of school policy may result in criminal, disciplinary or civil action being taken and this will depend upon the age of those involved and the circumstances of the wrong committed. Action taken will be in accordance with relevant policies, such as anti-bullying, allegations against staff, behaviour and safeguarding/child protection.

3.2 Official use of social media

Additional guidance around this topic (including a checklist and risk assessment templates) can be found in the “Using Social Media and Technology in Educational Settings” document:

www.kelsi.org.uk/pupil_support_and_wellbeing/safety_health_and_wellbeing/child_protection_safeguarding/e-safety.aspx

- Hesleden Primary’s official social media channel is Twitter
- Official use of social media sites by the school will only take place with clear educational or community engagement objectives with specific intended outcomes e.g. increasing parental engagement.
- Official use of social media sites as communication tools will be risk assessed and formally approved by the headteacher.
- The official school social media channel is set up as distinct and dedicated social media site account for educational and engagement purposes.
- Staff will use school provided email address to manage any official approved social media channels.
- Members of staff running official social media channels will sign a specific Acceptable Use Policy (AUP) to ensure they are aware of the required behaviours and expectations of use and to ensure that sites are used safely, responsibly and in accordance with local and national guidance and legislation.
- All communication on official social media platforms will be clear, transparent and open to scrutiny.
- Any online publication on official social media sites will comply with legal requirements including the Data Protection Act 1998/General Data Protection Regulation, 2018, right to privacy conferred by the Human Rights Act 1998, or similar duty to protect private information and will not breach any common law duty of confidentiality, copyright etc.
- Official social media use will be in line with existing policies including anti-bullying and child protection.
- Images or videos of children will only be shared on official social media sites/channels in accordance with the image use policy.
- Information about safe and responsible use of social media channels will be communicated clearly and regularly to all members of the community.
- Official social media sites, blogs or wikis will be suitably protected (e.g. password protected)
- Leadership staff must be aware of account information and relevant details for social media channels in case of emergency, such as staff absence.

- Parents/Carers and pupils will be informed of any official social media use, along with expectations for safe use and action taken to safeguard the community.
- Public communications on behalf of the school will, where possible, be read and agreed by at least one other colleague.
- Official social media channels will link back to the school website and/or Acceptable Use Policy to demonstrate that the account is official.
- The school/setting will ensure that any official social media use does not exclude members of the community who are unable or unwilling to use social media channels.

3.3 Staff personal use of social media

The following links may be helpful to share with members of staff:

www.childnet.com/teachers-and-professionals/for-you-as-a-professional

www.childnet.com/teachers-and-professionals/for-you-as-a-professional/professional-reputation

www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/professional-reputation

www.saferinternet.org.uk/about/helpline/faqs

The school's policy regarding this lies within the Acceptable Use Policy and letter of advice, rather than with a separate policy.

- The safe and responsible use of social networking, social media and personal publishing sites will be discussed with all members of staff as part of staff induction and will be revisited and communicated via regular staff training opportunities.
- Safe and professional behaviour will be outlined for all members of staff (including volunteers) as part of the school Acceptable Use Policy.
- All members of staff are advised not to communicate with or add as 'friends' any current or past children/pupils or current or past pupils' family members via any personal social media sites, applications or profiles. Any pre-existing relationships or exceptions that may compromise this will be discussed with Designated Safeguarding Lead and/or the headteacher.
- If ongoing contact with pupils is required once they have left the school roll, then members of staff will be expected to use existing alumni networks or use official school provided communication tools.
- All communication between staff and members of the school community on school business will take place via official approved communication channels.
- Staff will not use personal social media accounts to make contact with pupils or parents, nor should any contact be accepted, except in circumstance whereby prior approval has been given by the Headteacher.
- Any communication from pupils/parents received on personal social media accounts will be reported to the schools designated safeguarding lead.
- Information and content that staff members have access to as part of their employment, including photos and personal information about pupils and their family members, colleagues etc. will not be shared or discussed on personal social media sites.
- All members of staff are strongly advised to safeguard themselves and their privacy when using social media sites. This will include being aware of location sharing services, setting the privacy levels of their personal sites as strictly as they can, opting out of public listings on social networking sites, logging out of accounts after use and keeping passwords safe and confidential.
- All members of staff are encouraged to carefully consider the information, including text and images, they share and post online and to ensure that their social media use is compatible with their professional role and is in accordance with school's policies (safeguarding, confidentiality, data protection etc.) and the wider professional and legal framework.
- Members of staff will be encouraged to manage and control the content they share and post online. Advice will be provided to staff via staff training and by sharing appropriate guidance and resources on a regular basis.

- Members of staff will notify the Leadership/Management Team immediately if they consider that any content shared or posted via any information and communications technology, including emails or social networking sites conflicts with their role in the school/setting.
- Members of staff are encouraged not to identify themselves as employees of Hesleden Primary School on their personal social networking accounts. This is to prevent information on these sites from being linked with the school and also to safeguard the privacy of staff members and the wider community.
- Members of staff will ensure that they do not represent their personal views as that of the school on social media.
- School email addresses will not be used for setting up personal social media accounts.
- Members of staff should not follow the school's social media account.

3.4 Staff official use of social media

- If members of staff are participating in online activity as part of their capacity as an employee of the school, then they are requested to be professional at all times and to be aware that they are an ambassador for the school.
- Staff using social media officially will disclose their official role/position but always make it clear that they do not necessarily speak on behalf of the school.
- Staff using social media officially will be responsible, credible, fair and honest at all times and consider how the information being published could be perceived or shared.
- Staff using social media officially will always act within the legal frameworks they would adhere to within the workplace, including libel, defamation, confidentiality, copyright, data protection as well as equalities laws.
- Staff must ensure that any image posted on any official social media channel have appropriate written parental consent.
- Staff using social media officially will be accountable and must not disclose information, make commitments or engage in activities on behalf of the school unless they are authorised to do so.
- Staff using social media officially will inform their Designated Safeguarding Lead and/or the head teacher of any concerns such as criticism or inappropriate content posted online.
- Staff will not engage with any direct or private messaging with children or parents/carers through social media and will communicate via official communication channels.
- Staff using social media officially will sign the school social media Acceptable Use Policy.

3.5 Pupils use of social media

Social media is now an everyday form of communication for many children and young and forms a vital part of growing up in today's modern Britain and the wider global society. Whilst many schools will choose to block access to social media sites for children using official systems and equipment, it cannot be assumed that they will not access them offsite or when using personal devices. It is therefore essential that children and young people are given age appropriate education regarding safe and responsible use and are also appropriately exposed to social media sites to enable them to develop and build skills and resilience. This approach must be considered in conjunction with other relevant policies, for example with regards to curriculum, filtering and monitoring.

- Safe and responsible use of social media sites will be outlined for children and their parents as part of the Acceptable Use Policy.
- Personal publishing on social media sites will be taught to pupils as part of an embedded and progressive education approach via age appropriate sites which have been risk assessed and approved as suitable for educational purposes.
- Pupils will be advised to consider the risks of sharing personal details of any kind on social media sites which may identify them and / or their location. Examples would include real/full name, address, mobile

or landline phone numbers, school attended, Instant messenger contact details, email addresses, full names of friends/family, specific interests and clubs etc.

- Pupils will be advised not to meet any online friends without a parent/carer or other responsible adult's permission and only when they can be present.
- Pupils will be advised on appropriate security on social media sites and will be encouraged to use safe and passwords, deny access to unknown individuals and be supported in learning how to block and report unwanted communications.
- Pupils will be encouraged to approve and invite known friends only on social networking sites and to deny access to others by making profiles private/protected.
- Parents will be informed of any official social media use with pupils and written parental consent will be obtained, as required.
- Any official social media activity involving pupils will be moderated by the school where possible.
- The school is aware that many popular social media sites state that they are not for children under the age of 13, therefore the School will not create accounts within school for any children.
- Any concerns regarding pupils' use of social networking, social media and personal publishing sites, both at home and at school, will be dealt with in accordance with existing school policies including anti-bullying and behaviour.
- Any concerns regarding pupils' use of social networking, social media and personal publishing sites, both at home and at school, will be raised with parents/carers, particularly when concerning any underage use of social media sites.

4. Use of Personal Devices and Mobile Phones

Mobile phones and personal devices can present a number of problems when not used appropriately:

- They are valuable items which may be stolen or damaged;
- Their use can render children or staff subject to online (cyber)bullying;
- Internet access on phones and personal devices can allow children and adults to bypass security settings and filtering;
- They can undermine classroom discipline as they can be used on "silent" mode;
- If used to access school data then they can breach data protection and confidentiality policies;
- Mobile phones and devices with integrated cameras and other recording systems could lead to child protection, bullying and data protection issues with regard to inappropriate capture, use or distribution of images of children or staff.

A policy which totally prohibits children, staff or visitors from having mobile phones or personal devices when on site could be considered to be unreasonable and unrealistic for schools and settings to be able to achieve.

4.1 Rationale regarding personal devices and mobile phones

- The widespread ownership of mobile phones and a range of other personal devices among children, young people and adults will require all members of Hesleden School community to take steps to ensure that mobile phones and personal devices are used responsibly.
- The use of mobile phones and other personal devices by young people and adults will be decided by the school and is covered in the school Acceptable Use Policy.
- Our school recognises that personal communication through mobile technologies is an accepted part of everyday life for children, staff and parents/carers but requires that such technologies need to be used safely and appropriately within schools.

4.2 Expectations for safe use of personal devices and mobile phones

- All use of personal devices and mobile phones will take place in accordance with the law and other appropriate school policies (AUP).

- Electronic devices of all kinds that are brought in on site are the responsibility of the user at all times. The school accepts no responsibility for the loss, theft or damage of such items. Nor will the school accept responsibility for any adverse health effects caused by any such devices either potential or actual.
- Mobile phones and personal devices are not permitted to be used in certain areas within the school site, including classrooms when children are present.
- The sending of abusive or inappropriate messages or content via mobile phones or personal devices is forbidden by any member of the community and any breaches will be dealt with as part of the discipline/behaviour policy.
- Members of staff will use a work phone number and email address where contact with pupils or parents/carers is required.
- All members of staff will be advised to take steps to protect their mobile phones or devices from loss, theft or damage.
- All members of staff will be advised to use passwords/pin numbers to ensure that unauthorised calls or actions cannot be made on their phones or devices if they are lost or stolen. Passwords and pin numbers should be kept confidential. Mobile phones and personal devices should not be shared.
- All members of staff will be advised to ensure that their mobile phones and personal devices do not contain any content which may be considered to be offensive, derogatory or would otherwise contravene the school's policies.
- School mobile phones and devices must always be used in accordance with the Acceptable Use Policy and any other relevant policies.
- School mobile phones and devices used for communication with parents and pupils must be suitably protected via a passcode/password/pin and must only be accessed and used by members of staff.

4.3 Pupils use of personal devices and mobile phones

Schools/settings should ensure that their policies regarding confiscation, screening and searching are up-to-date and are clearly communicated to all members of the community, including pupils and parents. The Department for Education has guidance available for headteachers here:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

The SWGfL has a template Search and Deletion Policy which schools may wish to access and adapt:

<http://swgfl.org.uk/products-services/esafety/resources/creating-an-esafety-policy>

- Pupils will be educated regarding the safe and appropriate use of personal devices and mobile phones.
- Children's mobile phones are not allowed in school. Any child bringing a phone to school will be required to leave it securely in the office until home time.
- If a pupil needs to contact his/her parents/carers, a member of staff will use a school phone to do so.
- Parents are advised to contact the school office if they need to get a message to their child.
- 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 personal devices and will be made aware of boundaries and consequences.

4.5 Staff use of personal devices and mobile phones

- Members of staff are not permitted to use their own personal phones or devices for contacting children, young people and their families within or outside of the setting in a professional capacity. Any pre-existing relationships which could compromise this will be discussed with leaders/managers.
- Staff will not use personal devices such as mobile phones, tablets or cameras to take photos or videos of children and will only use work-provided equipment for this purpose.
- Members of staff will ensure that any use of personal phones and devices will always take place in accordance with the law e.g. data protection as well as relevant school policy and procedures e.g. confidentiality, data security, Acceptable Use etc.

- Staff will not use any personal devices directly with children and will only use work-provided equipment during lessons/educational activities.
- Staff personal mobile phones and devices should be secured in lockers during lesson times
- Bluetooth or other forms of communication should be “hidden” or switched off during lesson times.
- Personal mobile phones or devices will not be used during teaching periods unless permission has been given by a member of the Leadership Team in emergency circumstances.
- Staff will ensure that any content bought on site via mobile phones and personal devices are compatible with their professional role and expectations.
- If a member of staff breaches the school policy then disciplinary action will be taken.
- If a member of staff is thought to have illegal content saved or stored on a mobile phone or personal device or have committed a criminal offence, then the police will be contacted.
- Any allegations against members of staff involving personal use of mobile phone or devices will be responded to following the school allegations management policy.

4.6 Visitors use of personal devices and mobile phones

- Parents/carers and visitors must use mobile phones and personal devices in accordance with the school’s acceptable use policy.
- Use of mobile phones or personal devices by visitors and parents/carers to take photos or videos must take place in accordance with the school image use policy.
- The school will ensure appropriate signage and information is displayed and provided to inform visitors of expectations of use.
- Staff will be expected to challenge concerns when safe and appropriate and will always inform the Designated Safeguarding Lead of any breaches of use by visitors.

5 Policy Decisions

5.1. Reducing online risks

Guidance and considerations for schools around this topic (including a checklist and sample risk assessment templates) can be found in the “Using Social Media and Technology in Educational Settings” document and at:

<http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety>

- Hesleden Primary is aware that the Internet is a constantly changing environment with new apps, tools, devices, sites and material emerging at a rapid pace.
- Emerging technologies will be examined for educational benefit and the school leadership team will ensure that appropriate risk assessments are carried out before use in school is allowed.
- The school will ensure that appropriate filtering and monitoring systems are in place to prevent staff and pupils from accessing unsuitable or illegal content.
- The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the global and connected nature of Internet content, it is not always possible to guarantee that access to unsuitable material will never occur via a school/setting computer or device.
- The school will audit technology use to establish if the online safety (e–Safety) policy is adequate and that the implementation of the policy is appropriate.
- Methods to identify, assess and minimise online risks will be reviewed regularly by the school’s leadership team.

5.2. Internet use throughout the wider school community

- The school will liaise with local organisations (Feeder Schools, Police etc.) to establish a common approach to online safety.
- The school will work with the local community's needs (including recognising cultural backgrounds, languages, religions and ethnicity) to ensure internet use is appropriate.
- The school will provide an Acceptable Use Policy for any guest/visitor who needs to access the school computer system or internet on site.

5.3 Authorising internet access

The school/setting should allocate Internet access to staff and children on the basis of educational need. It should be clear who has Internet access and who has not. In a primary school or early years setting, children's internet usage should be fully supervised. If parents deny access then schools may need to highlight the implications on their child's access to education and may wish to explore why parents have requested this approach.

- All staff, pupils and visitors will read and sign the Acceptable Use Policy before using any school resources.
- Parents will be informed that pupils will be provided with supervised Internet access which is appropriate to their age and ability.
- Parents will be asked to read the Acceptable Use Policy for pupil access and discuss it with their child, where appropriate.
- When considering access for vulnerable members of the community (such as with children with special education needs) the school will make decisions based on the specific needs and understanding of the pupil(s).

6. Engagement Approaches

6.1 Engagement and education of children and young people

Online safety forms an important part of the Computing curriculum programmes of study for children within schools and this highlights the importance for children to use technology safely and respectfully, understand how to keep personal information private and be able identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies from an increasingly early age. Children need to learn digital literacy skills and to refine their own publishing and communications with others via the Internet. Children will need to develop an understanding on how to become safe and responsible online or digital citizens and this should be developed within an appropriate Personal Social and Health Education (PSHE) curriculum.

Keeping children safe in education has highlighted that governing bodies and proprietors need to '...ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum which may include covering relevant issues through personal, social, health and economic education (PSHE), tutorials (in FE colleges) and through sex and relationship education (SRE)' (Section 68).

Useful online safety programmes include:

- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- Kidsmart: www.kidsmart.org.uk
- Digital Literacy Scheme of Work: www.digital-literacy.org.uk
- Internet Matters: www.internetmatters.org
- BBC

- www.bbc.co.uk/webwise
- www.bbc.co.uk/cbbc/topics/stay-safe
- www.bbc.co.uk/education

Other suggested links and resources to use with children from Early Years to Sixth form/college provision can be found at: <http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety/e-safety-classroom-materials>

- An online safety curriculum will be established and embedded throughout the whole school, to raise awareness regarding the importance of safe and responsible internet use amongst pupils.
- Education about safe and responsible use will precede internet access.
- Pupils will be supported in reading and understanding the Acceptable Use Policy in a way which suits their age and ability.
- All users will be informed that network and Internet use will be monitored.
- Online safety will be included in the PSHE, SRE, Citizenship and Computing programmes of study, covering both safe school and home use.
- Pupils input will be sought when writing and developing school online safety policies and practices, including curriculum development and implementation; work will be displayed.
- Online safety education and training will be included as part of the transition programme across the Key Stages and when moving between establishments.
- Acceptable Use expectations and posters will be posted around school.
- Safe and responsible use of the Internet and technology will be reinforced across the curriculum and within all subject areas; children's work will be displayed.
- External support will be used to complement and support the school's internal online safety education approaches.
- The school will reward positive use of technology by pupils.

6.2 Engagement and education of children and young people considered to be vulnerable

- Hesleden Primary is aware that some children may be considered to be more vulnerable online due to a range of factors.
- We will ensure that differentiated and ability appropriate online safety education is given, with input from specialist staff as appropriate (e.g. SENCO, Looked after Child Coordinator).

6.3 Engagement and education of staff

- The online safety policy will be formally provided to and discussed with all members of staff as part of induction and will be reinforced and highlighted as part of our safeguarding responsibilities.
- Staff will be made aware that our Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential when using school systems and devices.
- Up-to-date and appropriate staff training in safe and responsible Internet use, both professionally and personally, will be provided for all members of staff in a variety of ways, on a regular (at least annual) basis.
- All members of staff will be made aware that their online conduct out of school could have an impact on their role and reputation within school. Civil, legal or disciplinary action could be taken if they are found to bring the profession or institution into disrepute, or if something is felt to have undermined confidence in their professional abilities.
- Members of staff with a responsibility for managing filtering systems or monitor ICT use will be supervised by the Leadership Team and will have clear procedures for reporting issues or concerns.
- The school/setting will highlight useful online tools which staff should use according to the age and ability of the pupils.

6.4 Engagement and education of parents and carers

Parents and carers form a vital element in the approach to teaching and empowering children to become safe and responsible digital citizens.

Internet use in pupils' homes is increasing rapidly, encouraged by low cost access and developments in mobile technology. Unless parents are aware of the dangers, pupils may have unrestricted and unsupervised access to the Internet in the home. Technology can sometimes be seen as a "scary" or "frightening" issue to many adults and using the words such as "ICT" and "Technology" can sometimes put parents/carers off attending e-Safety events as they may be concerned about not having sufficient computer skills to help protect their child. Online safety is not about technology skills, it is about keeping children safe online and so parenting skills and communication and not computing/technology are the most important thing.

Awareness-raising with families should focus on:

- The range of different ways children and young people use and access technology e.g. mobile phones, games consoles, tablets and apps etc. not just laptops and computers.
- The many positive uses of technology as otherwise online safety can easily become frightening and scaremongering so be aware that the vast majority of interactions and experiences on the internet are positive!
- The importance of developing risk awareness and risk management by children and young people (according to their age and ability) and resources parents/carers can use to help discuss online safety.
- Practical tips for online safety in the home such as using filters, parental controls, creating appropriate user profiles and home computer security.
- Hesleden Primary recognises that parents/carers have an essential role to play in enabling children to become safe and responsible users of the internet and digital technology.
- Parents' attention will be drawn to the school online safety policy and expectations in newsletters, letters, school prospectus and on the school website.
- A partnership approach to online safety at home and at school with parents will be encouraged. This may include offering parent evenings with demonstrations and suggestions for safe home Internet use or highlighting online safety at other well attended events e.g. parent evenings, transition events, fetes and sports days.
- Parents will be encouraged to read the school Acceptable Use Policy for pupils and discuss its implications with their children.
- Information and guidance for parents on online safety will be made available to parents in a variety of formats.

7. Technical Security

7.1 Managing Personal Data

The school has a separate Data Protection / General Data Protection Regulation Policy

7.2 Security and Management of Information Systems

The responsibility for managing the technical environment is ultimately the responsibility of the Head and the Governing Body. Many schools make use of a shared engineer or service provider to maintain and develop their infrastructure. The responsibility for managing this service rests with the school and should be the responsibility of a member of the SMT.

Local Area Network (LAN) security issues include:

- Users must act reasonably — e.g. the downloading of large files during the working day will affect the service that others receive.
- Users must take responsibility for their network use.
- Workstations should be secured against user mistakes and deliberate actions.

- Servers must be located securely and physical access restricted.
- The server operating system must be secured and kept up to date.
- Virus protection for the whole network must be installed and current.
- Access by wireless devices must be proactively managed and secured with a minimum of WPA2 encryption.

Wide Area Network (WAN) security issues include:

- Broadband firewalls configured to prevent unauthorised access between schools.
- As schools move to more cloud based systems the reliability of internet access will become more important.
- The school will complete a technical audit (example on the Extranet) on a regular basis.
- The security of the school information systems and users will be reviewed regularly.
- Virus protection will be updated regularly.
- Portable media may not be used without specific permission followed by an anti-virus /malware scan.
- Unapproved software will not be allowed in work areas or attached to email.
- Files held on the school's network can be checked.
- The computing coordinator/network manager will review system capacity regularly.
- The appropriate use of user logins and passwords to access the school network will be enforced for all but the youngest users.
- All users will be expected to log off or lock their screens/devices if systems are unattended.

Password policy

- All users will be informed not to share passwords or information with others and not to login as another user at any time.
- Staff and pupils must always keep their password private and must not share it with others or leave it where others can find it.
- All members of staff will have their own unique username and private passwords to access school systems. Members of staff are responsible for keeping their password private.

7.3 Filtering and Monitoring

Internet access controls fall into several overlapping types (commonly described as filtering):

- Blocking strategies prevent access to a list of unsuitable sites. Maintenance of the blocking list is a major task as new sites appear every day.
- A walled garden or "allow list" restricts access to a list of approved sites. Such lists inevitably limit pupils' access to a narrow range of content.
- Dynamic content filtering examines web page content or email for unsuitable words.
- Keyword lists filter search engine searches and URLs for inappropriate results and web addresses.
- Rating systems give each web page a rating for sexual, profane, violent or other unacceptable content. Web browsers can be set to reject rated pages exceeding a threshold.
- URL monitoring records the Internet sites visited by individual users. Reports can be produced to investigate pupil access.
- Key loggers record all text sent by a workstation and analyse it for patterns.

The UK Safer internet Centre has put together excellent guidance for schools and colleges about appropriate filtering and monitoring which can be accessed here: <http://www.saferinternet.org.uk/advice-and-resources/teachers-and-professionals/appropriate-filtering-and-monitoring>. It is recommended that governing bodies, proprietors, headteachers and DSLs read and consider this guidance when considering their own school/settings filtering and monitoring systems and any associated decisions.

Websites which schools believe should be blocked centrally should be reported to the Filtering provider (Most Durham schools should report this to the service desk on 03000 261100). Staff must always evaluate

any websites/search engines before using them with their pupils; this includes websites shown in class as well as websites accessed directly by the pupils. Often this will mean checking the websites, search results, app etc. just before the lesson. Staff must be aware that a site or app considered to be safe one day may be changed due to the Internet being a dynamic entity. Particular attention should also be paid to advertisements as they can change each time the web page or app is accessed.

It is important that schools recognise that filtering is not 100% effective. There are ways to bypass filters (such as using proxy websites, using a device not connected to the network e.g. mobile phone). It is therefore important that children should always be supervised when using internet access and that Acceptable Use Policies are in place. Procedures to report such incidents to parents and DCC are via the ICT Helpdesk (03000 261100). Any material that the school believes is illegal must be reported to appropriate agencies such as IWF, Durham Police or CEOP (see contacts and references section).

- The governors will ensure that the school has age and ability appropriate filtering and monitoring in place whilst using school devices and systems to limit children's exposure to online risks.
- The school's internet access strategy will be dependent on the need and requirements of our community and will therefore be designed to suit the age and curriculum requirements of our pupils, with advice from technical, educational and safeguarding staff.
- All monitoring of school owned/provided systems will take place to safeguard members of the community.
- All users will be informed that use of school systems can be monitored and that all monitoring will be in line with data protection, human rights and privacy legislation.
- The school uses educational filtered secure broadband connectivity.
- The school will have a clear procedure for reporting breaches of filtering which all members of the school community (all staff and all pupils) will be made aware of.
- If staff or pupils discover unsuitable sites, the URL will be reported to the School Online Safety Lead and will then be recorded and escalated as appropriate.
- The School filtering system will block all sites on the Internet Watch Foundation (IWF) list.
- Changes to the school filtering policy will be risk assessed by staff with educational and technical experience prior to any changes and where appropriate with consent from the Leadership Team.
- All changes to the school filtering policy will be logged and recorded.
- The Leadership Team will ensure that regular checks are made to ensure that the filtering methods selected are effective and appropriate. A simple log will be kept showing when checks were completed.
- Any material that the school believes is illegal will be reported to appropriate agencies such as IWF, Durham Police or CEOP immediately.

7.4 Management of applications (apps) used to record children's progress

It also might be helpful for leaders to carry out a Privacy Impact Assessment (PIA). The ICO website has a Code of Practice on PIAs: <https://ico.org.uk/media/for-organisations/documents/1595/pia-code-of-practice.pdf>
The Template Durham Photographic Policy and guidance provides advice on the use of Cloud based systems along with information on how to advise parents through the use of a privacy notice.

- Any use of cloud based systems will follow the guidance from the ICO
- The headteacher is ultimately responsible for the security of any data or images held of children.
- Apps/systems which store personal data will be risk assessed prior to use.
- Only school issued devices will be used for apps that record and store children's personal details, attainment or photographs. Personal staff mobile phones or devices will not be used to access or upload content to any apps which record and store children's personal details, attainment or images.
- Devices will be appropriately encrypted if taken off site to prevent a data security breach in the event of loss or theft.

- Users will be advised on safety measures to protect all members of the community such as using strong passwords, logging out of systems etc.
- Parents will be informed of the schools expectations regarding safe and appropriate use (e.g. not sharing passwords or sharing images) prior to being given access.
- Parents will be required to give consent for staff to use apps to record their children's progress.

8. Responding to Online Incidents and Safeguarding Concerns

Designated Safeguarding Leads (DSLs) should ensure that they are familiar with the relevant Durham LSCB systems and procedures.

Where there is cause for concern or fear that illegal activity has taken place or is taking place involving the use of computer equipment, schools should determine the level of response necessary for the offence disclosed. The decision to involve Police should be made as soon as possible if the offence is deemed to be out of the remit of the school to deal with.

Parents, teachers and pupils should know how to use the school's complaints procedure. The facts of the incident or concern will need to be established and evidence should be gathered where possible and appropriate. Online safety incidents may have an impact on pupils, members of staff and the wider school community (both on and off site) and can have civil, legal and disciplinary consequences. Potential child protection or illegal issues must be referred to the school Designated Safeguarding Lead (DSL). Advice on dealing with illegal use internet or technology should be discussed with the Durham Police and should be reported in the normal way to the local police station.

- All members of the community will be made aware of the range of online risks that are likely to be encountered including sexting, online/cyber bullying etc. This will be highlighted within staff training and educational approaches for pupils.
- All members of the school community will be informed about the procedure for reporting online safety concerns, such as breaches of filtering, sexting, cyberbullying, illegal content etc.
- The Designated Safeguarding Lead (DSL) will be informed of any online safety incidents involving child protection concerns, which will then be recorded.
- The DSL will ensure that online safety concerns are escalated and reported to relevant agencies in line with LSCB systems
- If there is a possibility that an offence has occurred then any equipment used should be isolated and left unused to preserve any evidence on the device. Children should be taught to click on the 'dolphin' to cover unwanted images or pages.
- Complaints about Internet misuse will be dealt with under the School's complaints procedure.
- Complaints about online/cyber bullying will be dealt with under the School's anti-bullying policy and procedure
- Any complaint about staff misuse will be referred to the head teacher
- Any allegations against a member of staff's online conduct will be discussed with the LADO (Local Authority Designated Officer).
- Pupils, parents and staff will be informed of the school's complaints procedure.
- Staff will be informed of the complaints and whistleblowing procedure.
- All members of the school community will need to be aware of the importance of confidentiality and the need to follow the official school procedures for reporting concerns.
- All members of the school community will be reminded about safe and appropriate behaviour online and the importance of not posting any content, comments, images or videos online which cause harm, distress or offence to any other members of the school community.
- The school will manage online safety incidents in accordance with the school discipline/behaviour policy where appropriate.
- The school will inform parents/carers of any incidents of concerns as and when required.

- After any investigations are completed, the school will debrief, identify lessons learnt and implement any changes as required.
- Where there is cause for concern or fear that illegal activity has taken place or is taking place then the school will contact Durham Police via their local station and their EDP.
- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990 and breaches will be reported to Durham Police.
- If the school is unsure how to proceed with any incidents of concern, then the incident will be escalated to the Education Safeguarding Team.
- Parents and children will need to work in partnership with the school to resolve issues.

9. Procedures for Responding to Specific Online Incidents or Concerns

The following content is provided to enable schools and education settings to make appropriate safeguarding decisions regarding online safety concerns and has been written by the Kent e-Safety Strategy Group with input from specialist services and teams. This content is not exhaustive and cannot cover every eventuality so professional judgement and support from appropriate agencies such as the Education Safeguarding Team, Police, CSET and Children's Social Care is encouraged.

Some settings may not feel that these sections are relevant due to the age and ability of children; however it is recommended that designated safeguarding leads ensure that their settings safeguarding policies and procedures are robust and are applicable for a range of safeguarding issues should they occur.

Some schools and settings will wish to place these sections within existing safeguarding and child protection policies and procedures rather than the online safety policy or within other appropriate policies and procedures. Other settings will prefer to keep this content as reference material for Designated Safeguarding Leads.

9.1 Responding to concerns regarding Youth Produced Sexual Imagery or "Sexting"

Youth Produced Sexual Imagery or "Sexting" can be defined as images or videos generated by children under the age of 18 that are of a sexual nature or are considered to be indecent. These images may be shared between children and young people and/or adults via a mobile phone, webcam, handheld device or website.

Children and young people will always look to push the boundaries, especially when they go through puberty and are an age where they are more sexually and socially aware. Children typically do not use the term "sexting", usually referring to the images as "selfies" and may decide to send such pictures or videos for many reasons. For younger children (early years and primary school aged) indecent images or videos may be taken or shared out of curiosity or naivety and for older children, indecent images may be taken or shared as a response to peer pressure, cyberbullying, sexual exploration, impulsive behaviour or even exploitation due to blackmail from a friend, partner, or other on or offline contact. There can also be emotional and reputation damage that can come from having intimate photos forwarded to others or shared online including isolation, bullying, low self-esteem, loss of control, creating of a negative "digital footprint" or online reputation, harassment, mental health difficulties, self-harm, suicide and increased risk of child sexual exploitation.

Whilst it is important for professionals not to condone the creation of youth produced sexual imagery it is important to recognise that many young people (and indeed adults) view sharing sexual images as part of a "normal" relationship in today's modern society.

It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age, fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to take an indecent photograph or allow an indecent photograph to be taken, make an indecent photograph (this includes downloading or opening an image that has been sent via email); distribute or show an indecent image, advertise indecent images and possess an indecent image or possess an indecent image with the intention of distribution. This applies even if the images are sent or shared by someone under the age of 18 with consent. "Sexts" may be viewed as police evidence and it is essential that schools secure devices and seek advice immediately when dealing with concerns.

The current Association of Chief Police Officers (ACPO) position is that... 'ACPO does not support the prosecution or criminalisation of children for taking indecent images of themselves and sharing them. Being prosecuted through the criminal justice system is likely to be upsetting and distressing for children especially if they are convicted and punished. The label of sex offender that would be applied to a child or young person convicted of such offences is regrettable, unjust and clearly detrimental to their future health and wellbeing.'

www.ceop.police.uk/Documents/ceopdocs/externaldocs/ACPO_Lead_position_on_Self_Taken_Images.pdf

It should be noted that prosecution of children for sharing indecent images for a first offence is rare. The decision to criminalise children and young people for sending sexualised images will need to be considered

and made on a case by case basis based on a number of factors including age, intent and vulnerability of children involved.

'Keeping Children Safe in Education' 2016 (to be implemented in September 2016) highlights the need for all members of staff to be aware that abuse can be perpetrated by children themselves, including sexting, and there is a need for all members of staff to be aware of concerning behaviour and appropriate safeguarding responses.

It is essential that schools and settings handle 'sexting' incidents as carefully as possible and offer support to all parties involved whilst abiding by the law and also do not compromise police investigations. Should an incident arise which necessitates criminal investigation then it may require the seizure of the phone/device and any other devices involved or identified as potentially having access to the imagery. Schools and settings should ensure the existing policies regarding seizing and searching are robust and up-to-date.

Schools and education settings should access and consider the guidance as set out in "Sexting in schools: youth produced sexual imagery and how to handle it" which can be downloaded from the UKSIC website at <http://www.saferinternet.org.uk/news/responding-to-and-managing-sexting-incidents-updated-advice-for-schools>

Schools and settings will also want to take as many preventative measures as they can to educate young people about the risks and to support them in maintaining a healthy digital footprint. Early years and primary schools are an essential time for education regarding safe and responsible taking and sharing images as this will them to develop resilience against potential peer and social pressure to take and share sexual imagery when they are older. A range of appropriate educational resources for children and parents can be accessed in the "Sexting in schools: youth produced sexual imagery and how to handle it" document available on Kelsi (link as above).

The following statement within Appendix B may help DSLs consider how best to respond to concerns relating to youth produced sexual imagery.

- Hesleden Primary will ensure that all members of the community are made aware of the potential social, psychological and criminal consequences of sharing, possessing and creating youth produced sexual imagery (known as "sexting").
- The school will implement preventative approaches via a range of age and ability appropriate educational approaches for pupils, staff and parents/carers.
- We view "sexting" as a safeguarding issue and all concerns will be reported to and dealt with by the Designated Safeguarding Lead.
- The school will follow the guidance as set out in 'Sexting in schools: youth produced sexual imagery and how to handle it'
- If the school are made aware of incident involving creating youth produced sexual imagery the school will:
 - Act in accordance with the school's child protection and safeguarding policy and the relevant LSCB procedures
 - Immediately notify the designated safeguarding lead.
 - Store the device securely.
 - Carry out a risk assessment in relation to the children(s) involved.
 - Consider the vulnerabilities of children(s) involved (including carrying out relevant checks with other agencies)
 - Make a referral to children's social care and/or the police (as needed/appropriate).
 - Put the necessary safeguards in place for children e.g. offer counselling support and immediate protection and offer appropriate pastoral support for those involved.
 - Implement appropriate sanctions in accordance with the school's behaviour policy but taking care not to further traumatise victims where possible.
 - Review the handling of any incidents to ensure that the school is implementing best practice and the leadership team will review and update any management procedures where necessary.

- Inform parents/carers about the incident and how it is being managed.
- The school will not view an images suspected of being youth produced sexual imagery unless there is no other possible option or there is a clear need or reason to do so (in these cases the image will only be viewed by the Designated Safeguarding Lead).
- The school will not send, share or save content suspected to be an indecent image of children and will not allow or request children to do so.
- If an indecent image has been taken or shared on the school/settings network or devices then the school will take action to block access to all users and isolate the image.
- The school will take action regarding creating youth produced sexual imagery, regardless of the use of school/setting equipment or personal equipment, both on and off the premises.
- The school will ensure that all members of the community are aware of sources of support regarding youth produced sexual imagery.

9.2. Responding to concerns regarding Online Child Sexual Abuse and Exploitation

Online child sexual abuse within this policy context is specifically defined as when children are sexually abused or exploited via the use of technology and the internet. Typically this is referred to as “online grooming” however this term can sometimes be considered to be too narrow when considering online child sexual abuse as using the term “grooming” may imply that the behaviour has taken place over a period of time whilst an offender has built a relationship and gained the trust of their victim. Whilst this longer term process still occurs, current trends identified nationally (CEOP/NCA) and locally would suggest that the period of engagement between offender and victim can in many cases be extremely brief. In 2015, CEOP identified that the objectives of online child sexual abuse have evolved and can lead to a range of offending outcomes, such as deceiving children into producing indecent images of themselves or engaging in sexual chat or sexual activity over webcam. Online child sexual abuse can also result in offline offending such as meetings between an adult and a child for sexual purposes following online engagement.

OSCE can also be perpetrated by young people themselves and these issues should be viewed and responded to in line with the Kent Safeguarding Children Board procedure for children who display harmful behaviours (2.2.2).

Online child sexual abuse can also link in with Child Sexual Exploitation and DSLs should be aware of the Durham LSCB information and toolkit <http://www.durham-lscb.org.uk/professionals/child-sexual-exploitation/>

Schools must be aware of and understand the law regarding the online sexual abuse and exploitation of children. Specifically (but not limited to):

- The Sexual Offences Act 2003 – Section 15. Meeting a child following sexual grooming.
- The Sexual Offences Act 2003 – Section 8. Causing or inciting a child under 13 to engage in sexual activity
- The Sexual Offences Act 2003 – Section 10. Causing or inciting a child to engage in sexual activity.
- The Sexual Offences Act 2003 – Section 12. Causing a child to watch a sexual act
- The Sexual Offences Act 2003 – Section 13. Child sex offences (section 10, 11 and 12) but committed by children (offender is under 18).
- The Serious Crime Act 2015 - Part 5. Protection of Children - Section 67. Sending a child sexualised communications.

Designated Safeguarding Leads (DSLs) should ensure that they are familiar with the relevant Kent Safeguarding Children Board Threshold and procedures regarding online safety, including but not limited to:

- 2.2.2: Children Who Exhibit Harmful Behaviour including Sexual Harm (Assessing and Providing Interventions)
- 2.2.7: Working with Sexually Active Young People
- 2.2.9: Bullying
- 2.2.10: Online Safety, Child Abuse and Technology
- 2.2.11: Safeguarding Children Abused through Sexual Exploitation

- Hesleden Primary will ensure that all members of the community are made aware of online child sexual abuse, including exploitation and grooming including the consequences, possible approaches which may be employed by offenders to target children and how to respond to concerns.
- The school will implement preventative approaches for online child sexual abuse via a range of age and ability appropriate educational approaches for pupils, staff and parents/carers.
- We view online child sexual abuse as a safeguarding issue and all concerns will be reported to and dealt with by the Designated Safeguarding Lead.
- If the school is unclear if a criminal offence has been committed, then the Designated Safeguarding Lead will obtain advice immediately from Durham Police.
- If the school are made aware of incident involving online child sexual abuse of a child then the school will:
 - Act in accordance with the school's child protection and safeguarding policy and the relevant LSCB procedures.
 - Immediately notify the designated safeguarding lead.
 - Store any devices involved securely.
 - Immediately inform Durham police via 101 (using 999 if a child is at immediate risk)
 - Where appropriate the school will involve and empower children to report concerns regarding online child sexual abuse e.g. using the Click CEOP report form: www.ceop.police.uk/safety-centre/
 - Carry out a risk assessment which considers any vulnerabilities of pupil(s) involved (including carrying out relevant checks with other agencies).
 - Make a referral to children's social care (if needed/appropriate).
 - Put the necessary safeguards in place for pupil(s) e.g. offer counselling support and immediate protection and offer appropriate pastoral support for those involved.
 - Inform parents/carers about the incident and how it is being managed.
 - Review the handling of any incidents to ensure that the school is implementing best practice and the school leadership team will review and update any management procedures where necessary.
- The school will take action regarding online child sexual abuse regardless of the use of school equipment or personal equipment, both on and off the school premises.
- The school will ensure that all members of the community are aware of sources of support regarding online child sexual abuse.
- If pupils at other schools are believed to have been targeted, then the school will seek support from the Education Safeguarding Team to enable other schools to take appropriate action to safeguarding their community.
- The school will ensure that the Click CEOP report button is visible and available to pupils and other members of the school community, for example including the CEOP report button the school website homepage and on intranet systems.

9.3. Responding to concerns regarding Indecent Images of Children (IIOC)

Schools and settings must be aware of and understand the law regarding indecent images of children. Specifically, (but not limited to):

- The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. The Civic Government (Scotland) Act, 1982 replicates this.
- The Sexual Offences Act 2003 (England and Wales) provides a defence for handling potentially criminal images and this is supported by a Memorandum of Understanding which provides guidance on what is and is not acceptable.

It is an offence to possess, distribute, show and make indecent images of children. Making of and distributing indecent images of children includes printing and viewing them on the internet otherwise known as 'downloading'. More information about these offences can be found within the legal framework section.

Where there is cause for concern or fear that illegal activity has taken place or is taking place involving the use of school computer equipment, schools should determine the level of response necessary for the offence

disclosed. The decision to involve Police should be made as soon as possible if the offence is deemed to be out of the remit of the school to deal with. If schools are unsure if an issue is of a criminal nature then the Designated Safeguarding Lead should seek advice from the Education Safeguards Team or Kent Police.

Where it is determined that an offence has been committed and that a police investigation is warranted, all measures to preserve evidence should be undertaken. If an officer decides that equipment needs to be seized, then they will need to determine if the equipment is networked. If in doubt as to whether the server should be seized or not, officers should seek advice from the Police Digital Forensic Unit, as seizure of the server will have a significant impact on the school. It is essential that schools are aware of this possibility and they should ensure that measures are in place to enable the school's computer network to continue functioning should this situation arise.

In cases where a suspect picture or photograph is discovered it should also be borne in mind that a person could be guilty of the offence to 'Make' and 'Distribute' if they print or forward the image. There is a defence in law for police investigating crimes in these circumstances — in some cases, it may still be necessary for that person, or others (for example a person to whom an accidental find is reported), to knowingly "make" another copy of the photograph or pseudo-photograph in order that it will be reported to the authorities, and clearly it is desirable that they should be able to do so without fear of prosecution. This does not mean that schools should forward, save or print indecent images of children and as soon as schools are made aware that an image may be illegal, appropriate advice must be sought immediately. Schools should be aware that all copies (including digital or printed copies) of indecent images of children will be seized.

In all cases, a detailed statement may be obtained to assist those who investigate the offence. The following information should be included in the statement:

- The identity of any material witnesses
 - The name of the Internet service provider (ISP) or mobile telephone service provider in the case of images received through a telephone
 - If known, the web address, name of the app or website through which the image was found or received;
 - Any passwords or other procedure required to gain access to the website
 - If known, the identity of the person who sent the image
 - Any details relating to those involved e.g. email address or screen names
 - The reason for any delay in reporting the incident to the police (to assist investigators).
-
- Hesleden Primary will ensure that all members of the community are made aware of the criminal nature of Indecent Images of Children (IIOC) including the possible consequences.
 - The school will take action regarding of Indecent Images of Children (IIOC) regardless of the use of school/setting equipment or personal equipment, both on and off the premises.
 - The school will take action to prevent access accidental access to of Indecent Images of Children (IIOC) for example using an internet Service provider (ISP) which subscribes to the Internet Watch Foundation block list, implementing appropriate web filtering, implementing firewalls and anti-spam software.
 - If the school is unclear if a criminal offence has been committed then the Designated Safeguarding Lead will obtain advice immediately through the Education Safeguarding Team and/or Kent Police.
 - If the school/setting is made aware of Indecent Images of Children (IIOC) then the school will:
 - Act in accordance with the schools child protection and safeguarding policy and the relevant Kent Safeguarding Child Boards procedures.
 - Immediately notify the school Designated Safeguard Lead.
 - Store any devices involved securely.
 - Immediately inform appropriate organisations e.g. the Internet Watch Foundation (IWF), Kent police via 101 (using 999 if a child is at immediate risk) and/or the LADO (if there is an allegation against a member of staff).
 - If the school are made aware that a member of staff or a pupil has been inadvertently exposed to indecent images of children whilst using the internet then the school will:
 - Ensure that the Designated Safeguard Lead is informed.
 - Ensure that the URLs (webpage addresses) which contain the suspect images are reported to the Internet Watch Foundation via www.iwf.org.uk .

- Ensure that any copies that exist of the image, for example in emails, are deleted.
- If the school are made aware that indecent images of children have been found on the school's electronic devices then the school will:
 - Ensure that the Designated Safeguard Lead is informed.
 - Ensure that the URLs (webpage addresses) which contain the suspect images are reported to the Internet Watch Foundation via www.iwf.org.uk.
 - Ensure that any copies that exist of the image, for example in emails, are deleted.
 - Inform the police via 101 (999 if there is an immediate risk of harm) and children's social services (as appropriate).
 - Only store copies of images (securely, where no one else has access to them and delete all other copies) at the request of the police only.
- If the school are made aware that a member of staff is found in possession of indecent images of children on their electronic device provided by the school, then the school will:
 - Ensure that the Designated Safeguard Lead is informed or another member of staff in accordance with the school whistleblowing procedure.
 - Contact the police regarding the images and quarantine any devices involved until police advice has been sought.
 - Inform the Local Authority Designated Officer (LADO) and other relevant organisations in accordance with the schools managing allegations policy.
 - Follow the appropriate school policies regarding conduct.

9.4. Responding to concerns regarding radicalisation and extremism online

Schools and settings should be mindful of the specific responsibilities and requirements placed upon them under the Prevent Duty <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

From 1st July 2015 specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty. The statutory Prevent guidance summarises the requirements on schools as undertaking risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology which includes a range of extremism views including the far right. Schools should have clear procedures in place for protecting children who are identified to be at risk of radicalisation. These procedures may be set out in existing safeguarding policies and it is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty. The online safety policy will be an important part of this role as it will highlight the action that the school will take to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

'Keeping Children Safe in Education' 2016 (to be implemented in September 2016) highlights that governing bodies and proprietors should ensure that suitable filtering is in place which takes into account the needs of the schools community. Schools should ensure that online safety education highlights the risks of extremist content online, especially regarding the use and power of social media as a tool in radicalisation.

When ensuring appropriate filtering is in place, schools should be mindful to act in accordance with the law, much like when ensuring the filtering blocks other forms of illegal content. It should also be noted that radicalisation and extremist views can be shared and accessed on a variety of platforms, including user generated or social media sites such as Facebook and YouTube and schools should make filtering decisions with this in mind. The way in which the monitoring of internet and network use is managed will be down to individual schools to decide and implement so as to meet their specific needs and requirements, for example taking into account the curriculum and also the needs and abilities of the community e.g. pupils or staff with EAL. The school (Head and Governing Body) needs to be able to satisfy itself that appropriate safeguarding measures (all reasonable precautions) are being taken to identify any activity which indicates that pupils or staff may be at risk of harm (or indeed putting others at risk). Leaders will need to ensure that appropriate time and resources are available to ensure that this is done sufficiently for a range of risks which will include

radicalisation and extremism from a variety of perspectives as well as grooming and child sexual exploitation.

If schools/settings use devices which do not require pupils/staff to “login” to systems (such as iPads) to access the internet then they must ensure that there is appropriate mechanisms in place to log which member of the community has access to which devices to ensure that if concerns are identified, the school can trace users.

Staff with the responsibility for managing and monitoring the school filtering and network must have appropriate resources available to them as well as training and support to ensure that this can be carried out in both a manageable and a safe way. These decisions must be documented within the appropriate school policies (especially the school AUP) and be supported with training etc. and supervision all staff involved as well as the wider whole school staff and pupil group.

Schools should always be aware that simply relying on filtering to prevent radicalisation will not be sufficient as children are likely to have access to a range of devices within the home which may not be filtered or monitored, education around safe use is therefore essential. As all safeguarding risks, all members of staff should be alert to changes in children’s behaviour which may indicate that they may be at risk or in need of specific help or protection. All members of staff should receive appropriate training to enable them to explore their responsibilities with regards to prevent for safeguarding pupils and adults within the school community.

School staff should also understand when it is appropriate to make a referral to the Channel programme The Prevent team can be contacted for advice and by contacting graham.mcardle@durham.gov.uk

Schools and settings may choose to highlight the overall response to the Prevent duty within existing policies and procedures rather than within the online safety policy.

Useful links regarding radicalisation and extremism:

- DfE: www.educateagainsthate.com
- Report online hate and terrorism: www.gov.uk/report-terrorism:
- NCALT e-learning : http://course.ncalt.com/Channel_General_Awareness/01/index.htm
- ‘Zak’ training: <https://www.kent.ac.uk/sspsr/ccp/game/zakindex.html>
- National helpline: 020 7340 7264 Counter.extremism@education.gsi.gov.uk

The school will take all reasonable precautions to ensure that children are safe from terrorist and extremist material when accessing the internet in schools and that suitable filtering is in place which takes into account the needs of pupils

When concerns are noted by staff that a child may be at risk of radicalisation online then the Designated Safeguarding Lead (DSL) will be informed immediately and action will be taken in line with the safeguarding policy.

Online hate content directed towards or posted by specific members of the community will be responded to in line with existing school policies, including anti-bullying, behaviour etc. If the school is unclear if a criminal offence has been committed then the Designated Safeguarding Lead will obtain advice immediately via the Education Safeguarding Team and/or Kent Police.

9.5 Responding to concerns regarding cyberbullying

Online or cyberbullying can be defined as the use of Information Communication Technology, particularly mobile phones and the internet to deliberately hurt or upset someone.

Cyberbullying is becoming increasingly prevalent with the rapid advances and use of modern technology. Mobile, internet and wireless technologies have increased the pace of communication and brought significant benefits to users worldwide but their popularity provides increasing opportunity for misuse through ‘cyberbullying’, with worrying consequences. It’s crucial that children and young people as well as adults, use their devices and the internet safely and positively and they are aware of the consequences of misuse. As technology develops, bullying techniques can evolve to exploit it.

When children or adults are the target of bullying via mobile phones, gaming or the Internet, they can often feel very alone, particularly if those around them do not understand online bullying and its effects. A once previously safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety.

Cyberbullying may not always be intentional and repeated in the same way that traditional offline bullying is. Repeated harassment online could include an initial concern which is then shared or endorsed by others such as by "liking", "sharing" or "commenting". People may not feel that they are bullying by doing this and a single issue may become more serious. It is very important that all incidents of online abuse are addressed as early as possible to prevent escalation.

Education staff, parents and young people have to be constantly vigilant and work together to prevent this and tackle it wherever it appears. Cyberbullying is a method of bullying and should be viewed and treated the same as "real world" bullying and can happen to any member of the school community.

'Keeping Children Safe in Education' 2016 (to be implemented in September 2016) highlights the need for staff to be aware that abuse can be perpetrated by children themselves including cyberbullying, and staff must be aware of concerning behaviour and appropriate safeguarding responses.

It is essential that young people, school staff and parents and carers understand how online can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents
- Gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

Where online bullying which takes place outside school is reported then it must be investigated and acted on appropriately by schools.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' and Emotional abuse highlights the impact of online bullying. Where this is the case, the school staff should report their concerns to the Education Safeguards Team. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour or communications both on and offline could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feels that an offence may have been committed they should seek assistance from the police.

Additional advice and information can be found at <http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/e-safety/cyberbullying>

For more information please read "Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies" <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Childnet International have produced resources and guidance that can be used to give practical advice and guidance on cyberbullying: www.childnet.com

- Cyberbullying, along with all other forms of bullying, of any member of Hesleden Primary School community will not be tolerated.
- All incidents of online bullying reported will be recorded.
- There are clear procedures in place to investigate incidents or allegations and support anyone in the school community affected by online bullying.

- If the school is unclear if a criminal offence has been committed then the Designated Safeguarding Lead will obtain advice immediately from Durham Police.
- Pupils, staff and parents/carers will be advised to keep a record of cyberbullying as evidence.
- The school will take steps to identify the bully where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Pupils, staff and parents/carers will be required to work with the school to support the approach to cyberbullying and the schools online safety ethos.
- Sanctions for those involved in online or cyberbullying may include:
 - Those involved will be asked to remove any material deemed to be inappropriate or offensive.
 - A service provider may be contacted to remove content if those involved refuse to or are unable to delete content.
 - Internet access may be suspended at school for the user for a period of time. Other sanctions for pupils and staff may also be used in accordance to the schools anti-bullying, behaviour policy or Acceptable Use Policy.
 - Parent/carers of pupils involved in online bullying will be informed.
 - The Police will be contacted if a criminal offence is suspected.

9.6 Responding to concerns regarding online hate

Schools and settings will need to be aware that whilst there is likely to be a lot of content on the internet which may be considered to be offensive, very little of it is actually illegal. UK laws have been written to ensure that people can speak and write, even offensive material, without being prosecuted for their views. However there are some situations whereby posting offensive content online may be viewed as illegal as either harassment or possibly as a hate crime. Hate crimes are any crimes that are targeted at a person because of hostility or prejudice towards that person's:

- disability
- race or ethnicity
- religion or belief
- sexual orientation
- transgender identity

Schools must ensure that they respond appropriately regarding online hate and discrimination and support members of the community who may be targeted online.

Useful links:

www.report-it.org.uk – Report hate crimes

www.stoponlineabuse.org.uk - Report online Sexism, homophobia, biphobia and transphobia

www.homeoffice.gov.uk/crime-victims/reducing-crime/hate-crime/

www.stophateuk.org

www.voiceuk.org.uk

www.victimsupport.org.uk

www.stonewall.org.uk

- Online hate at Hesleden Primary will not be tolerated. Further details are set out in the school policies regarding anti-bullying and behaviour.
- All incidents of online hate reported to the school will be recorded.
- All members of the community will be advised to report online hate in accordance with relevant school policies and procedures e.g. anti-bullying, behaviour etc.
- The Police will be contacted if a criminal offence is suspected. If the school is unclear if a criminal offence has been committed then the Designated Safeguarding Lead will obtain advice immediately from Durham Police.

Permissible Use

	Staff & Adults					Pupils			
	Allowed	Allowed for selected staff	Allowed when children are not present	Allowed only in the Staff Room	Not Allowed	Allowed	Allowed at certain times	Allowed with staff permission	Not Allowed
Devices can be handed in for secure storage									
Devices may be carried around the school									
Devices may be turned on in school									
Devices may be used in lessons									
Devices may be used in social time									
Cameras may be used on devices									
Devices may use the school wireless network									
Devices may be used to access social media									
Use of school systems for personal use (e.g. E-mail, Shopping)									

Acceptable User Actions (Children and Adults)

User Actions		Acceptable	Acceptable at certain times	Acceptable for nominated users	Unacceptable	Illegal and Unacceptable
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
	Pornography				x	
	Promotion of any type of discrimination				x	
	Threatening behaviour				x	
	Promotion of extremism or terrorism				x	
	Using school systems to run a business				x	
	Bypassing filtering systems				x	
	Infringing Copyright				x	
	Revealing or publishing personal data or network access information				x	
	Creating or propagating viruses or harmful files				x	
	Deliberately downloading files to limit internet usage by others				x	
	Online Gaming (Non-Educational)					
	Online Gaming (Educational)					
	Gambling					
	Shopping					
	File Sharing					
	Access to Social Media					
	Video Broadcasting e.g. uploading to YouTube					
	Use of YouTube (or other video site) (educational)					
	Use of YouTube (or other video site) (Non-educational)					

Pupil Incidents	Action / Sanction								
	Refer to Class Teacher / Tutor	Refer to Head	Refer to Police	Refer to Technical Support	Inform Parents	Removal of internet access rights	Confiscate Device and hand to parents	Warning	Further Action
Deliberately trying to access material which could be considered as illegal		x	x						
Use of a mobile device contrary to the school rules									
Use of non-educational sites during lessons									
Unauthorised use of Social Media during the school day									
Accessing another pupils account									
Allowing others to use your own account									
Attempting to access a staff account									
Sending a text or message which is deliberately hurtful									
Attempting to damage or destroy the work of others									
Attempting to bypass the filtering system									
Deliberately trying to access offensive or pornographic material									
Deliberately sending or receiving material which is in breach of copyright or data protection laws									

Staff Incidents	Action / Sanction								
	Refer to Line Manager	Refer to Head	Refer to Police	Refer to Technical Support	Refer to HR / LADO	Removal of internet access rights	Warning	Suspension	Further Action
Deliberately trying to access material which could be considered as illegal		x	x		x				
Use of a mobile device contrary to the school rules									
Inappropriate use of Social Media during the school day									
Careless misuse of data e.g. accidental use of non-encrypted memory sticks									
Deliberate misuse of data e.g. unauthorised use of cloud based storage systems									
Allowing others to use your own account									
Attempting to access an administrative account without permission									
Sending a text or message that that is regarded as offensive, harassment or of a bullying nature									
Attempting to bypass the filtering system									
Using personal email / social networking / instant messaging / text messaging to carry out digital communications with students / pupils		x			x				
Actions which could compromise the staff member's professional standing and or bring the institution into disrepute									
Accidentally accessing offensive or pornographic material without reporting it									
Deliberately trying to access offensive or pornographic material									
Deliberately sending or receiving material which is in breach or copyright or data protection laws									

Questions to support DSLs responding to concerns relating to youth produced sexual imagery

The following statements may DSLs to consider how best to respond to concerns relating to youth produced sexual imagery:

Child/Young person involved

- What is the age of the child(ren) involved?
 - If under 13 then a consultation/referral to Children's Social Care should be considered.
 - If an adult (over 18) is involved then police involvement will be required. Contact 101 or 999 if there is risk of immediate harm.
- Is the child able to understand the implications of taking/sharing sexual imagery?
- Is the school or other agencies aware of any vulnerability for the children(s) involved? E.g. special education needs, emotional needs, children in care, youth offending?
- Are there any other risks or concerns known by the school or other agencies which may influence decisions or judgements about the safety and wellbeing of the child(ren) involved? E.g. family situation, children at risk of sexual exploitation?
- Has the child(ren) involved been considered under KSCB 2.2.2 "children who display harmful behaviours" or the KSCB CSE toolkit?

Context

- Is there any contextual information to help inform decision making?
 - Is there indication of coercion, threats or blackmail?
 - What was the intent for taking/sharing the imagery? E.g. was it a "joke" or are the children involved in a "relationship"?
 - If so is the relationship age appropriate? For primary schools a referral to social care regarding under age sexual activity is likely to be required.
 - Is this behaviour age appropriate experimentation, natural curiosity or is it possible exploitation?
- How were the school made aware of the concern?
 - Did a child disclose about receiving, sending or sharing imagery themselves or was the concern raised by another pupil or member of the school community? If so then how will the school safeguard the pupil concerned given that this is likely to be distressing to discuss.
- Are there other children/pupils involved?
 - If so, who are they and are there any safeguarding concerns for them?
 - What are their views/perceptions on the issue?
- What apps, services or devices are involved (if appropriate)?
- Is the imagery on a school device or a personal device? Is the device secured?
 - **NB: Schools and settings must NOT print/copy etc. imagery suspected to be indecent – the device should be secured until advice can be obtained.**

The Imagery

- What does the school know about the imagery? (Be aware it is unlikely to be necessary for staff to view the imagery)
 - Is the imagery potentially indecent (illegal) or is it "inappropriate"?
 - Does it contain nudity or sexual acts?
- Does the child(ren) know who has accessed the imagery?
 - Was it sent to a known peer (e.g. boyfriend or girlfriend) or an unknown adult?
- How widely has the imagery been shared? E.g. just to one other child privately, shared online publically or sent to an unknown number of children/adults?

Action

- Does the child need immediate support and or protection?
 - What is the specific impact on the child?
 - What can the school put in place to support them?
- Is the imagery available online?
 - If so, have appropriate reports been made to service providers etc.?
- Are other schools/settings involved?
 - Does the relevant Designated Safeguarding Lead need to be identified and contacted?
- Is this a first incident or has the child(ren) been involved in youth produced sexual imagery concerns before?
 - If so, what action was taken? **NB repeated issues will increase concerns for offending behaviour and vulnerability therefore an appropriate referral will be required.**
- Are the school child protection and safeguarding policies and practices being followed?
 - Is a member of the child protection team on hand and is their advice and support available?
- How will the school inform parents?
 - With older pupils it is likely that DSLs will work with the young person to support them to inform parents
- Can the school manage this issue internally or are other agencies required?
 - Issues concerning adults, coercion or blackmail, violent/extreme imagery, repeated concerns, vulnerable pupils or risk of significant harm will always need involvement with other agencies.

Notes on the Legal Framework

Many young people and indeed some staff and adults use the Internet regularly without being aware that some of the activities they take part in are potentially illegal.

This section is designed to inform users of potential legal issues relevant to the use of electronic communications. It must not replace professional advice and schools and settings should always consult with their Area Safeguarding Adviser or the Education Safeguarding Adviser (Online Protection) from the Education Safeguarding Team, Legal representation, Local Authority Designated Officer or Kent Police if they are concerned that an offence may have been committed.

Please note that the law around this area is constantly updating due to the rapidly changing nature of the internet and this list is not exhaustive.

Human Rights Act 1998

This does not deal with any particular issue specifically or any discrete subject area within the law. It is a "higher law" which affects all other laws. Within an education context, human rights for schools and settings 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. Schools and settings are obliged to respect these rights and freedoms, balancing them against rights, duties and obligations, which may arise from other relevant legislation.

Data protection and Computer Misuse

Trade Marks Act 1994

This provides protection for Registered Trade Marks, which can be any symbol (words, shapes or 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, Design and Patents Act 1988

Copyright is the right to prevent others from copying or using his or her "work" without permission. The material to which copyright may attach (known in the business as "work") must be the author's own creation and the result of some skill and judgement. It comes about when an individual expresses an idea in a tangible form. Works such as text, music, sound, film, video and programs all qualify for copyright protection. The author of the work is usually the copyright owner, but if it was created during the course of employment it belongs to the employer.

It is an infringement of copyright to copy all or a substantial part of anyone's work without obtaining the author's permission. Usually a licence associated with the work will allow a user to copy or use it for limited purposes. It is advisable always to read the terms of a licence before you copy or use someone else's material. It is also illegal to adapt or use software without a licence or in ways prohibited by the terms of the software licence. 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.

Data Protection Act 1998/General Data Protection Regulation 2018

The Act requires anyone who handles personal information to notify the Information Commissioner's Office of the type of processing it administers, and must comply with important data protection principles when

treating personal data relating to any living individual. The Act also grants individuals rights of access to their personal data, compensation and prevention of processing.

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, organisations have to follow a number of set procedures.

The Computer Misuse Act 1990 (sections 1 - 3)

Regardless of an individual's motivation, the Act makes it a criminal offence to:

- gain access to computer files or software without permission (for example using someone else's password to access files);
- gain unauthorised access, as above, in order to commit a further criminal act (such as fraud); or
- impair the operation of a computer or program (for example caused by viruses or denial of service attacks).

UK citizens or residents may be extradited to another country if they are suspected of committing any of the above offences.

The Protection of Freedoms Act 2012

This act requires schools to seek permission from a parent / carer to use Biometric systems.

Regulation of Investigatory Powers Act 2000

The Regulation of Investigatory Powers Act 2000 (RIPA) regulates the interception of communications and makes it an offence to intercept or monitor communications without the consent of the parties involved in the communication. The RIP was enacted to comply with the Human Rights Act 1998.

The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, however, permit a degree of monitoring and record keeping, for example, to ensure communications are relevant to school activity or to investigate or detect unauthorised use of the network. Nevertheless, any monitoring is subject to informed consent, which means steps must have been taken to ensure that everyone who may use the system is informed that communications may be monitored.

Covert monitoring without informing users that surveillance is taking place risks breaching data protection and privacy legislation.

Obscene and Offensive Content including Hate and Harassment

Obscene Publications Act 1959 and 1964

Publishing an "obscene" article is a criminal offence and this includes electronic transmission. For the purposes of the Act an article is deemed to be obscene if its effect is to deprave and corrupt persons who are likely, having regard to all relevant circumstances, to read, see or hear the content. This offence can result in imprisonment for up to 5 years.

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.

Malicious Communications Act 1988 (section 1)

This legislation makes it a criminal offence to send an electronic message that conveys indecent, grossly offensive, threatening material or information that is false; or is of an indecent or grossly offensive nature if the purpose was to cause a recipient to suffer distress or anxiety. This offence can result in imprisonment for up to 2 years.

Protection from Harassment Act 1997

This Act is relevant for incidents that have happened repeatedly (i.e. on more than two occasions). The Protection from Harassment Act 1997 makes it a criminal and civil offence to pursue a course of conduct which causes alarm and distress, which includes the publication of words, 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 is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

The victim can also bring a civil claim for damages and an injunction against the abuser, although in reality this is a remedy that is only used by individuals with the financial means to litigate, and only possible if the abuser can be identified, which is not always straightforward.

Communications Act 2003 (section 127)

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.

Public Order Act 1986 (sections 17 — 29)

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.

Criminal Justice Act 2003

Section 146 of the Criminal Justice Act 2003 came into effect in April 2005, empowering courts to impose tougher sentences for offences motivated or aggravated by the victim's sexual orientation in England and Wales.

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.

The Protection of Freedoms Act 2012 (2A and 4A) and Serious Crimes Act 2015 (section 76) - Stalking and Harassment

The Protection of Freedoms Act 2012 was updated in 2015 and two sections were added regarding online stalking and harassment, section 2A and 4A. Section 2A makes it offence for a perpetrator to pursue a course of conduct (2 or more incidents) described as "stalking behaviour" which amounts to harassment. Stalking behaviours include following, contacting/attempting to contact, publishing statements or material about the victim, monitoring the victim (including online), loitering in a public or private place, interfering with property, watching or spying. The Serious Crime Act 2015 Section 76 also created a new offence of controlling or coercive behaviour in intimate or familial relationships which will include online behaviour.

Criminal Justice and Courts Bill 2015 (section 33) - Revenge Pornography

Section 33 makes it an offence to share private, sexual materials, either photos or videos, of another person without their consent and with the purpose of causing embarrassment or distress, often referred to as "revenge porn". The offence applies both online and offline and to images which are shared electronically or in a more traditional way so includes the uploading of images on the internet, sharing by text and e-mail, or showing someone a physical or electronic image. This offence can result in imprisonment for up to 2 years. Sending images of this kind may, depending on the circumstances, also be an offence under the Communications Act 2003 or the Malicious Communications Act 1988. Repeated behaviour may be an offence under the Protection from Harassment Act 1997. This law and the term "revenge porn" only applies to images or videos of those aged 18 or over. For more information access: www.revengepornhelpline.org.uk

Libel and Privacy Law

These matters will be dealt with under civil rather than criminal law.

Libel is defined as 'defamation by written or printed words, pictures, or in any form other than by spoken words or gestures' and as such could the author could be held accountable under Defamation law which was created to protect individuals or organisations from unwarranted, mistaken or untruthful attacks on their reputation. Defamation is a civil "common law" tort in respect of which the Defamation Acts of 1952 and 1996 provide certain defences. It applies to any published material that damages the reputation of an individual or an organisation, and it includes material published on the internet.

A civil action for defamation can be brought by an individual or a company, but not by a public authority. Where defamatory material is posted on a website, the person affected can inform the host of its contents and ask the host to remove it. Once the host knows that the material is there and that it may be defamatory, it can no longer rely on the defence of innocent dissemination in the Defamation Act 1996. This means that the person affected could (if the material has been published in the jurisdiction, i.e. in England and Wales) obtain a court order (an injunction) to require removal of the material, and could sue either the host or the person who posted the material for defamation.

If social media is used to publish private and confidential information (for example breaches of data protection act) about an individual, then this could give rise to a potential privacy claim and it is possible for individuals to seek an injunction and damages.

Education Law

Education and Inspections Act 2006

Section 89 of the states that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. This act (89.5) gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

The Education Act 2011

Section 13 makes it an offence to publish the name of a teacher who is subject to an allegation until such a time as that they are charged with an offence. All members of the community need to be aware of the importance of not publishing named allegations against teachers online as this can lead to prosecution. Schools should contact the LADO team for advice.

Within Part 2 of the Education Act 2011 (Discipline) there have been changes to the powers afforded to schools by statute to search pupils in order to maintain discipline and ensure safety. This act 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. The DfE advice on these sections of the Education Act 2011 can be found in the document: "Screening, searching and confiscation – Advice for head teachers, staff and governing bodies"

www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation)

The School Information Regulations 2012

This act requires schools to publish certain information on its website: <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>

Sexual Offences

Sexual Offences Act 2003

There are many offences under the Sexual Offence Act 2003 which can be related to or involve the misuse of technology. This includes (but is not limited to) the following points:

- **Section 15 - Meeting a child following sexual grooming.** The offence of grooming is committed if someone over 18 has communicated with a child under 16, at least twice (including by phone or using the Internet) and meets them or travels to meet with them anywhere in the world with the intention of committing a sexual offence. This offence can result in imprisonment for up to 10 years.

Causing or inciting a child under 16 to watch or take part in a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification. Any sexual intercourse with a child under the age of 13 commits the offence of rape.

- **Section 8. Causing or inciting a child under 13 to engage in sexual activity** (Can result in imprisonment for up to 14 years)
- **Section 9. Sexual Activity with a child** (Can result in imprisonment for up to 14 years)
- **Section 10. Causing or inciting a child (13 to 16) to engage in sexual activity** (Can result in imprisonment for up to 14 years)
- **Section 11. Engaging in sexual activity in the presence of a child** (Can result in imprisonment for up to 14 years)
- **Section 12. Causing a child to watch a sexual act** (Can result in imprisonment for up to 10 years)
- **Section 13. Child sex offences committed by children (offender is under 18)** (Can result in imprisonment for up to 5 years)
- **Section 16 - Abuse of position of trust: sexual activity with a child.** It is an offence for a person in a position of trust to engage in sexual activity with any person under 18 with whom they know as a result of being in their professional role. It is also an offence cause or incite a child with whom they are in a position of trust to engage in sexual activity, to engage in sexual activity in the presence of a child with whom they are in a position of trust, or cause a child with whom they are in a position of trust to watch a sexual act. Typically, teachers, social workers, health professionals, connexions staff etc. fall in this category of trust and this can result in imprisonment for up to 5 years.

Indecent Images of Children

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom under two pieces of legislation; **Criminal Justice Act 1988**, section 160 and **Protection of Children Act 1978**, section 1.1.a. Indecent images of children are images of children (under 18 years) depicting sexual posing, performing sexual acts on themselves or others, animals or sadomasochism. A child for these purposes is considered to be anyone under the age of 18. An image of a child also covers pseudo-photographs (digitally collated or otherwise). This offence can include images taken by and distributed by the child themselves (often referred to as "Sexting", see section 9.1). Viewing an indecent image of a child on your computer or phone means that you have made a digital image and printing/forwarding/sharing/publishing can be considered to be distribution. A person convicted of such an offence may face up to 10 years in prison.

Criminal Justice and Immigration Act 2008

Section 63 makes it an offence to possess "extreme pornographic images". 63 (6) identifies that such images must be considered to be "grossly offensive, disgusting or otherwise obscene". Section 63 (7) includes images of "threats to a person life or injury to anus, breasts or genitals, sexual acts with a corpse or animal whether alive or dead" must also be "explicit and realistic". Penalties for possession of extreme pornographic images can be up to 3 years imprisonment.

The Serious Crime Act 2015

Part 5 (Protection of Children) section 67 makes it a criminal offence for an adult (person aged over 18) to send a child (under 16) sexualised communications or sends communications intended to elicit a sexual communications. The offence is committed whether or not the child communicates with the adult. Penalties for sexual communication with a child can be up to 2 years imprisonment.

Section 69 makes it an offence to be in possession of paedophile manuals, information or guides (physically or electronically) which provide advice or guidance on sexually abusing children. Penalties for possession of such content can be up to 3 years imprisonment.

This law also removed references in existing legislation to terms such as child prostitution and child pornography and identified that this should be viewed to be child sexual exploitation.

Online Safety Contacts and References

Durham Support and Guidance

Durham LA Safeguarding team

- **EDA with responsibility for online safety**
Paul.Hodgkinson@durham.gov.uk - 03000 265841
Pauline.Stewart@durham.gov.uk

Durham Police:

In an emergency (a life is in danger or a crime in progress) dial 999. For other non-urgent enquiries contact Durham Police via 101

- **Information and advice on CSE** - <http://www.eraseabuse.org/>
- **Durham Local Safeguarding Children Board (LSCB):** <http://www.durham-lscb.org.uk/>
- **ICTSS** - ICT Support for Durham Schools 03000 261100
- **National Links and Resources**
- **Action Fraud:** www.actionfraud.police.uk
- **BBC WebWise:** www.bbc.co.uk/webwise
- **CEOP (Child Exploitation and Online Protection Centre):** www.ceop.police.uk
- **ChildLine:** www.childline.org.uk
- **Childnet:** www.childnet.com
- **Get Safe Online:** www.getsafeonline.org
- **Internet Matters:** www.internetmatters.org
- **Internet Watch Foundation (IWF):** www.iwf.org.uk
- **Kent e-Safety Blog:** www.kentesafety.wordpress.com
- **Lucy Faithfull Foundation:** www.lucyfaithfull.org
- **Know the Net:** www.knowthenet.org.uk
- **Net Aware:** www.net-aware.org.uk
- **NSPCC:** www.nspcc.org.uk/onlinesafety
- **Parent Port:** www.parentport.org.uk
- **Professional Online Safety Helpline:** www.saferinternet.org.uk/about/helpline
- **The Marie Collins Foundation:** <http://www.mariecollinsfoundation.org.uk/>
- **Think U Know:** www.thinkuknow.co.uk
- **Virtual Global Taskforce:** www.virtualglobaltaskforce.com
- **UK Safer Internet Centre:** www.saferinternet.org.uk
- **360 Safe Self-Review tool for schools:** <https://360safe.org.uk/>
- **Online Compass (Self review tool for other settings):** <http://www.onlinecompass.org.uk/>

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