Bishop Perrin Church of England Primary School

Online Safety Policy

Non-statutory Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

Designated Safeguarding Lead (DSL) and Deputy DSL	Adrian Corke (DSL) and Rachael Macklearn (DDSL)
Online-safety Lead	Adrian Corke
Safeguarding Governor	Father David Cloake
Network Manager	Click On It London (0345 094 1005)
Date this policy was reviewed	Sept 2021
Frequency of review	Bi-annually
Responsible Governor	Safeguarding Governor

This policy is part of the School's statutory Child Protection and Safeguarding Policy. Any issues and concerns with online safety must follow the school's safeguarding and child protection processes.

Author	A Corke
Date Ratified	Sept 2021
Ratification Level	Full Governing Body
Frequency of Renewal	Bi-annually
Policy Renewal Date	Sept 2023

CONTENTS

1 WHAT IS THIS POLICY?

Online safety is an integral part of safeguarding and requires a whole school, cross-curricular approach and collaboration between key school leads. Accordingly, this policy is written in line with 'Keeping Children Safe in Education' 2021 (KCSIE), 'Teaching Online Safety in Schools' 2019 and other statutory documents. It complements existing and forthcoming subjects including Health, Relationships and Sex Education, Citizenship and Computing; it is designed to sit alongside your school's statutory Safeguarding Policy. Any issues and concerns with online safety must follow the school's safeguarding and child protection procedures.

2 HOW WILL THIS POLICY BE COMMUNICATED?

This policy will communicated to the school community in the following ways:

- The school website
- Available on request in paper format from the School Office
- Available on the internal staff network
- Available in paper format in the Planning, Preparation and Assessment Room
- As part of the school induction pack for all new staff
- Referenced in the Staff Handbook
- As part of the range of key policies that staff read and sign against annually to say that they have understood and will abide by them
- Clearly reflected in the Acceptable Use Policies (AUPs) for staff, volunteers, contractors, Governors, pupils and parents/carers
- AUPs are displayed in classrooms and are available on the school website

3 AIMS

This policy aims to:

- Set out expectations for all of Bishop Perrin School's community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)
- Help all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, and regardless of device or platform
- Facilitate the safe, responsible and respectful use of technology to support teaching and learning, increase attainment and prepare children and young people for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online
- Help school staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world:
- for the protection and benefit of the children and young people in their care, and

- for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice
- for the benefit of the school, supporting the school ethos, aims and objectives, and protecting the reputation of the school and profession
- Establish clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other school policies such as Behaviour Policy or Anti-Bullying Policy).

4 FURTHER HELP AND SUPPORT

The school will follow guidance as laid out in the DfE's Teaching Online Safety In School. School procedures should always be followed first for reporting and support, as documented in school policy documents, especially in response to incidents, which should be reported in line with the school's Child Protection and Safeguarding Policy. The DSL/DDSL will handle referrals to Richmond Council's Single Point of Access (SPA) and the Headteacher will handle referrals to the Local Authority Designated Officer (LADO).

Beyond this, **reporting.lgfl.net** has a list of links to external support and helplines for both pupils and staff. This includes the Professionals' Online-Safety Helpline from the UK Safer Internet Centre and the NSPCC Whistleblowing Helpline.

5 SCOPE

This policy applies to all members of the Bishop Perrin community (including teaching and support staff, supply teachers and tutors engaged under the DfE National Tutoring Programme, Governors, volunteers, contractors, students/pupils, parents/carers, visitors and community users) who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time, or who use technology in their school role.

6 ROLES AND RESPONSIBILITIES

This school is a community and all members have a duty to behave respectfully online and offline, to use technology for teaching and learning and to prepare for life after school. The school community have a responsibility to immediately report any concerns or inappropriate behaviour, to protect staff, pupils, families and the reputation of the school. We learn together, make honest mistakes together and support each other in a world that is online and offline at the same time.

7 HEADTEACHER

Key responsibilities:

- Support safeguarding leads and technical staff as they review protections for **pupils in the home** and **remote-learning** procedures, rules and safeguards (see https://national.lgfl.net/digisafe/safe-remote-learning for policy guidance and an infographic overview of safeguarding considerations for remote teaching technology).

- Foster a culture of safeguarding where online safety is fully integrated into whole-school safeguarding
- Ensure the responsibilities of the DSL are being followed and fully supported
- Ensure that policies and procedures are followed by all staff
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and relevant Kingston and Richmond Safeguarding Children Partners (SCP) guidance
- Be aware of all online-safety issues which arise and ensure staff receive regular updates on school issues and broader policy and practice information
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the Data Protection Officer (DPO) and Governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Ensure the school implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles
- Be responsible for ensuring that all staff receive suitable training to carry out their safeguarding and online safety roles
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- Ensure suitable risk assessments are undertaken so the curriculum meets needs of pupils, including risk of children being radicalised
- Ensure that there is a system in place to monitor and support staff (e.g. Network Manager) who is responsible for internal technical online-safety procedures
- Ensure Governors are regularly updated on the nature and effectiveness of the school's arrangements for online safety
- Ensure the school website meets statutory DfE requirements (see appendices for website audit document)

8 DESIGNATED SAFEGUARDING LEAD / ONLINE SAFETY LEAD

Key responsibilities

"The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety) … this lead responsibility should not be delegated" Keeping Children Safe in Education 2021.

- Where the online-safety coordinator is not the named DSL or Deputy DSL, ensure there is regular review and open communication between these roles and that the DSL's clear overarching responsibility for online safety is not compromised
- Work with the HT and technical staff to review protections for **pupils in the home** [e.g. DfE Umbrella scheme or LGfL HomeProtect filtering for the home] and **remote-learning** procedures, rules and safeguards

- Ensure an effective approach to online safety that enables the school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.
- Take day to day responsibility for online safety issues and be aware of the potential for serious child protection concerns
- Work with the DPO and Governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Liaise with Richmond Council, Achieving for Children and work with other agencies in line with Working Together to Safeguard Children
- Stay up to date with the latest developments in online safety
- Review and update this policy, Acceptable Use Policies and the strategy on which they are based
- Receive regular updates in online safety issues and legislation and be aware of local trends
- Ensure that online safety education is embedded across the curriculum in line with the statutory RSHE guidance
- Promote an awareness and commitment to online safety throughout the school community, with a strong focus on parents
- Communicate regularly with SLT and the nominated Safeguarding Governor to discuss current issues (anonymised) and review incident logs
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident
- Ensure adequate provision for staff to flag issues when not in school and for pupils to disclose issues when off site, especially when in isolation/quarantine/lockdown, e.g. a safe, simple, online form on the school home page about 'something that worrying me' that gets mailed securely to the DSL inbox
- Oversee and discuss 'appropriate filtering and monitoring' with Governors and ensure staff are aware. Bishop Perrin uses LGfL filtering. The LGfL Filtering Statement can be viewed **here**
- Ensure the DfE's advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (DfE May 2018) is followed throughout the school and that staff adopt a zero-tolerance approach to this, as well as to bullying
- Facilitate training and advice for all staff:
  - all staff must read KCSIE Part 1 and all those working with children Annex A and Annex C (Annexe C is Appendix 1 in this policy)
  - cascade knowledge of risks and opportunities throughout the organisation
  - cpd.lgfl.net has helpful CPD materials including PowerPoints, videos and more
  - Monitor the school's use of **online tutors (Third Space Learning) and** those engaged by the school as part of the DfE catch-up scheme who can be asked to sign the contractor AUP.

9 SAFEGUARDING GOVERNOR

Key responsibilities (quotes are taken from Keeping Children Safe in Education):

"Ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of DSL [with] lead responsibility for safeguarding and child protection (including online safety) [with] the appropriate status and authority [and] time, funding, training, resources and support…"

- Approve this policy and strategy and subsequently review its effectiveness, e.g. by asking the questions from the UK Council for Child Internet Safety (UKCCIS) **Online safety in schools and colleges: Questions from the Governing Board**
- Support the school in encouraging parents and the wider community to become engaged in online safety activities
- Have regular strategic reviews with the Online Safety Lead/DSL and incorporate online safety into standing discussions of safeguarding at Governor meetings
- Work with the DPO, DSL and Headteacher to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Check all school staff have read Part 1 of KCSIE; SLT and all working directly with children have read Annex A; check that Annex C on Online Safety reflects practice in your school
- Ensure that all staff undergo safeguarding and child protection training (including online safety) at induction and that it is regularly updated. Online safety training for staff should be integrated, aligned and considered as part of the overarching safeguarding approach of the school. There is further support for this at **cpd.lgfl.net**
- Ensure appropriate filters and appropriate monitoring systems are in place.
- Ensure that children are taught about safeguarding, including online safety as part of providing a broad and balanced curriculum. Consider a whole school approach to online safety [with] a clear policy on the use of mobile technology
-

10 ALL STAFF

Key responsibilities:

- When applicable, pay particular attention to safeguarding provisions for home-learning and remote-teaching technologies
- When supporting pupils remotely, be mindful of additional safeguarding considerations – refer to the **20 Safeguarding Principles for Remote Lessons** infographic which applies to all online learning

- Recognise that RSHE is now statutory and that it is a whole-school subject requiring the support of all staff; online safety has become core to this new subject
- Understand that online safety is a core part of safeguarding; as such it is part of everyone's job
- Know who the Designated Safeguarding Lead (DSL) and Online Safety Lead (OSL) is: Aid Corke
- Read Part 1, Annex A and Annex C (Appendix 1 of this policy) of Keeping Children Safe in Education
- Read and follow this policy in conjunction with the school's main Child Protection and Safeguarding Policy
- Record online-safety incidents in the same way as any safeguarding incident and report in accordance with school procedures (Appendix 2)
- Sign and follow the Staff Acceptable Use Policy.
- Follow guidance in the school's Staff Code of Conduct and the Staff Handbook
- Notify the DSL/OSL if policy does not reflect practice in Bishop Perrin School and follow escalation procedures if concerns are not promptly acted upon
- Prepare and check all online source and resources before using within the classroom
- To carefully supervise and guide pupils when engaged in learning activities involving online technology and supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law
- Encourage pupils to follow their Acceptable Use Policy, remind them about it and enforce school sanctions
- Identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils)
- Whenever overseeing the use of technology (devices, the internet, new technology such as augmented reality, etc) in school or setting as homework tasks, encourage sensible use, monitor what pupils/students are doing and consider potential dangers and the age appropriateness of websites (ask your DSL what appropriate filtering and monitoring policies are in place)
- Notify the DSL/OSL of new trends and issues before they become a problem
- Take a zero-tolerance approach to bullying and low-level sexual harassment
- Be aware that you are often most likely to see or overhear online-safety issues (particularly relating to bullying and sexual harassment and violence) in the playground, corridors, and other communal areas outside the classroom – let the DSL/OSL know
- Receive and read any updates from the DSL/OSL and have a healthy curiosity for online safeguarding issues
- Model safe, responsible and professional behaviours in their own use of technology. This includes outside the school hours and site, and on social media, in all aspects upholding the reputation of the school and of the

professional reputation of all staff. More guidance on this point can be found in this Online Reputation guidance for schools.

11 SPIRITUAL AND MORAL VALUES LEADER (WITH RESPONSIBILITY FOR RELATIONSHIPS EDUCATION)

Key responsibilities:

- As listed in the 'all staff' section, plus
- Embed consent, mental wellbeing, healthy relationships and staying safe online into the PSHE / Relationships education, relationships and sex education (RSE) and health education curriculum. "This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age appropriate way that is relevant to their pupils' lives."
- This will complement the computing curriculum, which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that pupils face. This includes how to use technology safely, responsibly, respectfully and securely, and where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within PSHE and RSE
- Work closely with the Computing lead to avoid overlap but ensure a complementary whole-school approach, and with all other lead staff to embed the same whole-school approach

12 COMPUTING CURRICULUM LEAD

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Oversee the delivery of the Online Safety element of the Computing curriculum in accordance with the National Curriculum
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Work closely with the PSHE/RSHE lead to avoid overlap but ensure a complementary whole-school approach
- Collaborate with technical staff and others responsible for ICT use in school to ensure a common and consistent approach, in line with Acceptable Use Agreements

13 CURRICULUM SUBJECT LEADERS

Key responsibilities:

- As listed in the 'all staff' section, plus:

- Look for opportunities to embed online safety in your subject or aspect, especially as part of the new RSHE curriculum, and model positive attitudes and approaches to staff and pupils alike
- Work closely with the DSL/OSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Where appropriate, ensure subject specific action plans also have an online-safety element

14 NETWORK MANAGER

Key responsibilities:

- As listed in the 'all staff' section, plus:
- Support the HT and DSL team as they review protections for pupils in the home [e.g. DfE Umbrella scheme or LGfL HomeProtect filtering for the home] and remote-learning procedures, rules and safeguards
- Keep up to date with the School's Online Safety Policy and technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- Work closely with the DSL/OSL/DPO/LGfL TRUSTnet nominated contact to ensure that school systems and networks reflect school policy
- Ensure the above stakeholders understand the consequences of existing services and of any changes to these systems (especially in terms of access to personal and sensitive records/data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc)
- Support and advise on the implementation of 'appropriate filtering and monitoring' as decided by the DSL and Senior Leadership Team
- To give advice and guidance regarding the school's online security and technical procedures
- To report online-safety related issues that come to their attention in line with school policy
- Manage the school's systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls
- Network managers at LGfL TRUSTnet schools will have access to a range of online safety solutions which will help protect the network and its users and which form part of the LGfL package and include: Sophos Anti-Virus, Sophos Anti-Phish, Sophos InterceptX, Sophos Server Advance, Malware Bytes, Egress, Meraki Mobile Device Management and CloudReady/NeverWare
- Monitor the use of school technology and online platforms, where systems allow, and that any misuse/attempted misuse is identified and reported in line with school policy

15 DATA PROTECTION OFFICER (DPO)

Key responsibilities:

- Be aware of references to the relationship between data protection and safeguarding in key DfE documents 'Keeping Children Safe in Education' and 'Data protection: a toolkit for schools'
- Work with the DSL, Headteacher and Governors to ensure frameworks are in place for the protection of data and of safeguarding information sharing as outlined above.
- Be aware of the School's Data Retention Policy for safeguarding records
- Ensure that all access to safeguarding data is limited as appropriate, and also monitored and audited

16 LGFL TRUSTNET NOMINATED CONTACTS

Key responsibilities:

- To ensure all LGfL TRUSTnet services are managed on behalf of the school in line with school policies, following data handling procedures as relevant
- Work closely with the DSL and DPO to ensure they understand who the nominated contacts are and what they can do/what data access they have, as well as the implications of all existing services and changes to settings that you might request – e.g. for YouTube restricted mode, internet filtering settings, firewall port changes, pupil email settings, and sharing settings for any cloud services such as Microsoft Office 365 and Google G Suite.
- Ensure the DPO is aware of the GDPR information on the relationship between the school and LGfL TRUSTnet at gdpr.lgfl.net

17 VOLUNTEERS AND CONTRACTORS (INCLUDING TUTORS)

Key responsibilities:

- Read, understand, sign and adhere to the School's Acceptable Use Policy (AUP)
- Report any concerns, no matter how small, to the DSL/OSL as named in the AUP
- Maintain an awareness of current online safety issues and guidance
- Model safe, responsible and professional behaviours in their own use of technology
- Note that as per the school's AUP agreement, a contractor will never attempt to arrange any meeting, including tutoring sessions, without the full prior knowledge and approval of the school, and will never do so directly with a pupil. The same applies to any private/direct communication with a pupil.

18 PUPILS

Key responsibilities:

- Read, understand, sign and adhere to the Pupil AUP (which will be reviewed regularly)
- Treat home learning during any isolation/quarantine or bubble/school lockdown in the same way as regular learning in school and behave as if a teacher or parent were watching the screen

- Understand the importance of reporting abuse, misuse or access to inappropriate materials, including any concerns about a member of school staff or supply teacher or online tutor
- Know what action to take if they or someone they know feels worried or vulnerable when using online technology, at school, home or anywhere else.
- To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of school and realise that the school's AUP covers actions out of school, including on social media
- Avoid any private communication or use of personal logins/systems to communicate with or arrange meetings with school staff or tutors
- Remember the rules on the misuse of school technology – devices and logins used at home should be used just like if they were in full view of a teacher.

19 PARENTS/CARERS

Key responsibilities:

- Read, sign and promote the school's parental acceptable use policy (AUP) and read the pupil AUP and encourage their children to follow it
- Consult with the school if they have any concerns about their children's and others' use of technology
- Promote positive online safety and model safe, responsible and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the school staff, volunteers, governors, contractors, pupils or other parents/carers.
- Encourage children to engage fully in home-learning during any period of isolation/quarantine or bubble/school closure and flag any concerns
- Support the child during remote learning to avoid video calls in a bedroom if possible and if not, to ensure the child is fully dressed and not in bed, with the camera pointing away from beds/bedding/personal information etc. and the background blurred or changes where possible.
- If organising private online tuition, remain in the room if possible, ensure the child knows tutors should not arrange new sessions directly with the child or attempt to communicate privately. Further advice available in the Online Tutors – Guidance for Parents and Carers poster at parentsafe.lgfl.net, which is a dedicated parent portal offering updated advice and resources to help parents keep children safe online

20 EXTERNAL USERS OF THE SCHOOL INCLUDING THE SCHOOL ASSOCIATION

Key responsibilities:

- Any external individual/organisation will sign an Acceptable Use Policy prior to using technology or the internet within school
- Support the school in promoting online safety and data protection
- Model safe, responsible, respectful and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including anyone in the school community

21 EDUCATION AND CURRICULUM

The following subjects have the clearest online safety links:

- Computing
- PSHE
- Relationships and Sex Education
- Citizenship

However, as stated in the role descriptors above, it is the role of all staff to identify opportunities to thread online safety through all school activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise (which have a unique value for pupils).
Whenever overseeing the use of technology, all staff should encourage sensible use, monitor what pupils are doing and consider potential dangers and the age appropriateness of websites.

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

At Bishop Perrin, we subscribe to Purple Mash (www.purplemash.com) to help and support our delivery of Computing and online safety. We also follow the online safety guidance that is laid out in the PSHE Association's Programme of Study: www.pshe-association.org.uk/curriculum-and-resources/curriculum
Purple Mash is aligned to the National Curriculum, and within each year group's units of coverage there are dedicated lessons about online safety. These themes are covered by the following year groups:

Year 1	Logging in safely
Year 2	Creating digital footprints
Year 3	Safe passwords/fake news/age restrictions for digital media
Year 4	Awareness of identity theft/malware awareness/plagiarism/healthy screen use

Year 5	Impact of sharing information online/secure passwords/referencing sources for research
Year 6	Risks of sharing location via devices/recapping digital footprint/recapping health screen use

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

22 HANDLING ONLINE-SAFETY CONCERNS AND INCIDENTS

It is vital that all staff recognise that online-safety is a part of our broader responsibilities of safeguarding pupils at Bishop Perrin School. Any online safety concerns must be handled in the same way as any other safeguarding concern and must be referred to the DSL.

This school commits to take all reasonable precautions to ensure online safety, but recognises that incidents will occur both inside school and outside school (and that those from outside school will continue to impact on pupils when they come into school). All members of the school are encouraged to report issues swiftly to allow any concerns to be dealt with quickly and sensitively. Any suspected online risk or infringement should be reported to the DSL/OSL as quickly as possible.

Any concern/allegation about staff misuse is always referred directly to the Headteacher, unless the concern is about the Headteacher, in which case the concern is referred to the Chair of Governors and the Local Authority's Designated Officer (LADO 208 891 7370). Staff may also use the NSPCC Whistleblowing Helpline: 0800 028 0285

The school will actively seek support from other agencies as needed (i.e. the local authority, LGfL, UK Safer Internet Centre's Professionals' Online Safety Helpline, NCA CEOP, Prevent Officer, Police, IWF). We will inform parents/carers of online-safety incidents involving their children, and the Police where staff or pupils engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law (particular procedures are in place for sexting and upskirting; see section below).

23 SEXTING

The school will follow the guidance laid out in our Child Protection and Safeguarding Policy when dealing with incidents of sexting, also referred to as 'Youth Produced Sexual Imagery' (YPSI). We will also refer to the UK Council for Internet Safety (UKCIS) guidance on sexting- Sharing nudes and semi-nudes: advice for education settings to avoid unnecessary criminalisation of children. NB - where one of the parties is over 18, this is no longer sexting but child sexual abuse.

Bishop Perrin will act in accordance with advice endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (UK Council for Child Internet Safety 2016) 'Sexting in school and colleges'

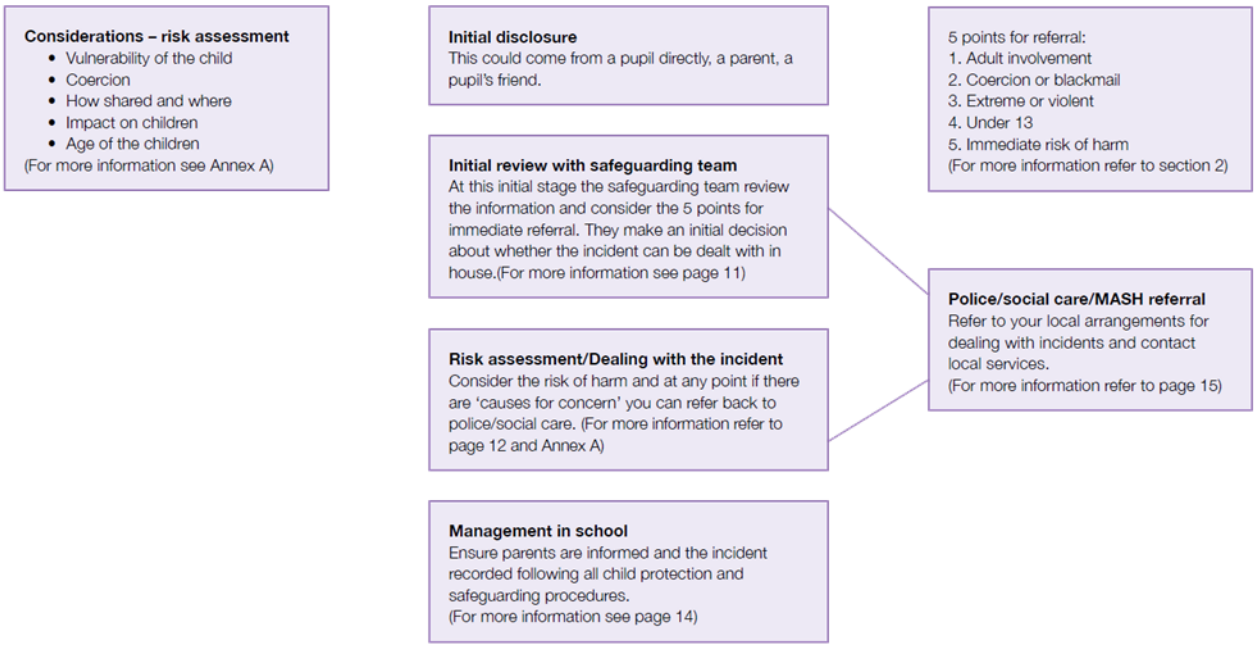
In the event of an incident of YPSI occurring, staff should refer to: Sharing nudes and semi-nudes: how to respond to an incident

All incidents of YPSI will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. Children who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising children unnecessarily. Bishop Perrin will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident. Staff other than the DSL must not attempt to view, share or delete the image or ask anyone else to do so, but to go straight to the DSL.

It is important that everyone understands that whilst sexting is illegal, pupils can talk to staff if they have made a mistake or have a problem with this issue. Support for teaching about sexting can be found at sexting.lgfl.net

Annex G

Flowchart for responding to incidents



24 BULLYING

Online bullying will be treated like any other form of bullying and the school's Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy will be followed when dealing with an incident of online bullying (also known as cyberbullying). Materials to support teaching about bullying and useful DfE guidance and case studies are at bullying.lgfl.net

25 UPSKIRTING

It is important that everyone understands that upskirting (taking a photo of someone under their clothing) is now a criminal offence, as highlighted in Keeping Children Safe in Education and that pupils/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

26 SEXUAL VIOLENCE AND HARASSMENT

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

27 MISUSE OF SCHOOL TECHNOLOGY (DEVICES, SYSTEMS, NETWORKS OR PLATFORMS)

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

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

Where pupils contravene these rules, the school's behaviour policy will be applied. Further to these steps, the school reserves the right to withdraw – temporarily or permanently – any or all access to such technology, or the right to bring devices onto school property.

Where staff contravene these rules, action will be taken as outlined in the school's Capability and Disciplinary Policy.

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

28 SOCIAL MEDIA INCIDENTS

See the Social Media section later in this document for rules and expectations of behaviour for children and adults at Bishop Perrin School. These are also governed by school Acceptable Use Policies. Breaches will be dealt with in line with the school's Behaviour, Anti-Bullying, Exclusion and Physical Intervention Policy (for pupils) and the Code of Conduct (for staff). Further to this, where an incident relates to an inappropriate, upsetting, violent or abusive social media post by a member of the school community, the school will request that the post be deleted and will expect this to be actioned promptly.

Where an offending post has been made by a third party, the school may report it to the platform it is hosted on, and may contact the Professionals' Online Safety Helpline (run by the UK Safer Internet Centre) for support or help to accelerate this process.

29 DATA PROTECTION AND DATA SECURITY

GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children's Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need.

The Data Protection Act 2018 introduced 'safeguarding' as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2,18; Schedule 8, 4) When DSLs in schools are considering whether, or not, to share safeguarding information (especially with other agencies) **it is considered best practice for them to record who they are sharing that information with and for what reason. If they have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children**.

Bishop Perrin follows guidance about data protection from Data protection: a toolkit for schools' (April 2018)

All pupils, staff, Governors, volunteers, contractors and parents are bound by the school's Data Protection Policy and agreements. The Headteacher, DPO and Governors work together to ensure a GDPR-compliant framework for storing data, but which ensures that child protection is always put first and data-protection processes support careful and legal sharing of information.

Staff are reminded that all safeguarding data is highly sensitive and should be treated with the strictest confidentiality at all times, and only shared via approved channels to colleagues or agencies with appropriate permissions. Rigorous controls on the LGfL network, USO sign-on for technical services, firewalls and filtering all support data protection. The use of USO-FX and Egress to encrypt all emails that are not being sent between LGfL email accounts is compulsory for

sharing pupil data. If this is not possible, the DPO and DSL should be informed in advance.

30 APPROPRIATE FILTERING AND MONITORING

Keeping Children Safe in Education obliges schools to "ensure appropriate filters and appropriate monitoring systems are in place [and] not be able to access harmful or inappropriate material [but at the same time] be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding."

At Bishop Perrin, the internet connection is provided by LGfL TRUSTnet. This means we have a dedicated and secure, schoolsafe connection that is protected with firewalls and multiple layers of security, including a web filtering system called WebScreen 3, which is made specifically to protect children in schools.

31 ELECTRONIC COMMUNICATIONS-EMAIL

Staff at this school use the StaffMail for all school emails. Pupils at this school use the LondonMail/PupilMail system from LGfL TRUSTnet for all school emails. This is a closed email account system which only allows pupils to communicate with others within the school setting.

Both these systems are linked to the USO authentication system and are fully auditable, trackable and managed by LGfL TRUSTnet on behalf of the school. This is for the mutual protection and privacy of all staff, pupils and parents, as well as to support data protection.

General principles for email use are as follows:

- Email is the only means of electronic communication to be used between staff and pupils/staff and parents (in both directions). Use of a different platform must be approved in advance by the Headteacher/DPO. Any unauthorised attempt to use a different system may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Headteacher (if by a staff member).
- Email may only be sent using the email systems above. There should be no circumstances where a private email is used; if this happens by mistake, the DSL/Headteacher/DPO (the particular circumstances of the incident will determine whose remit this is) should be informed immediately.
- Staff or pupil personal data should never be sent/shared/stored on email.
    - If data needs to be shared with external agencies, USO-FX and Egress systems are available.
    - Internally, staff should use the school network, including when working from home when remote access is available.
- Pupils are able to use the Purple Mash email facility when learning about digital communications. The Purple Mash email facility only allows for internal emails to be sent, meaning that emails sent and received are for Bishop Perrin pupils only. Teachers are able to monitor emails that are sent between pupils and are also able to communicate with pupils during times of lockdown/quarantine.

- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which (for staff) might bring the school into disrepute or compromise the professionalism of staff
- Staff are allowed to use the school's email system for reasonable (not excessive, not during lessons) personal use but should be aware that all use is monitored and that their emails may be read and the same rules of appropriate behaviour apply at all times. It is advisable that staff use their own personal email address for non-work related communications. Emails using inappropriate language, images, malware or to adult sites may be blocked and not arrive at their intended destination.

32 SCHOOL WEBSITE

The school website is a key public-facing information portal for the school community (both existing and prospective stakeholders) with a key reputational value. The Headteacher has delegated the day-to-day responsibility of updating the content of the website to the Office Administrator. The site is hosted by School Website Design Agency https://www.schoolwebsitedesignagency.co.uk/

The Department for Education has determined information which must be available on a school website. LGfL TRUSTnet has compiled RAG (red-amber-green) audits to help schools to ensure that are requirements are met which can be accessed through this link: safepolicies.lgfl.net (See Appendix 4).

Where other staff submit information for the website, they are asked to remember:

- Schools have the same duty as any person or organisation to respect and uphold copyright law. Sources must always be credited and material only used with permission. Pupils and staff at LGfL TRUSTnet schools also have access to licences for music, sound effects, art collection images and other at curriculum.lgfl.net
- Where pupil work, images or videos are published on the website, their identities are protected and full names are not published.

33 CLOUD PLATFORMS

Many schools are recognising the benefits of cloud computing platforms, not just for cost savings but to enhance teaching and learning.

Bishop Perrin adheres to the principles of the Department for Education document 'Cloud computing services: guidance for school leaders, school staff and governing bodies'.

As more and more systems move to the cloud, it becomes easier to share and access data. It is important to consider data protection before adopting a cloud platform or service.

For online safety, basic rules of good password hygiene ("Treat your password like your toothbrush –never share it with anyone!"), expert administration and training can help to keep staff and pupils safe, and to avoid incidents. The data protection officer and network manager [edit as appropriate] analyse and document systems and procedures before they are implemented, and regularly review them.

The following principles apply:

- Privacy statements inform parents and children (13+) when and what sort of data is stored in the cloud
- The DPO approves new cloud systems, what may or may not be stored in them and by whom. This is noted in a DPIA (data-protection impact statement) from each organisation and stored on the school's server. Parents and staff are advised via the school's Privacy Notices. Regular training ensures all staff understand sharing functionality and this is audited to ensure that pupil data is not shared by mistake. Open access or widely shared folders are clearly marked as such
- Pupils and staff are only given access and/or sharing rights when they can demonstrate an understanding of what data may be stored and how it can be seen
- Two-factor authentication is used for access to staff or pupil data
- Pupil images/videos are only made public with parental permission
- Only school-approved platforms are used by students or staff to store pupil work
- All stakeholders understand the difference between consumer and education products (e.g. a private Gmail account or Google Drive and those belonging to a managed educational domain)

34 DIGITAL IMAGES AND VIDEO

When a pupil joins Bishop Perrin, their parents/carers are asked if they give consent for their child's image to be captured in photographs or videos and for what purpose (beyond internal assessment, which does not require express consent). Photos and videos might be used for the following purposes:

- For displays around the school
- For the school newsletter and in reports to Governors in respect of monitoring the school's curriculum
- For the school's website
- For a specific high profile image for display, publication or broadcast (local and national media)
- For the school's Twitter account
- Marketing/publicity specifically for the school

Whenever a photo or video is taken/made, the member of staff taking it will check the parental permission slip before using it for any purpose. Any pupils shown in public facing materials are never identified with more than first name.

All staff are governed by their contract of employment and the school's Acceptable Use Policy, which covers the use of mobile phones/personal equipment for taking pictures of pupils, and where these are stored.

At Bishop Perrin, members of staff may occasionally use personal phones to capture photos or videos of pupils, but these will be appropriate, linked to school activities, taken without secrecy and not in a one-to-one situation, and always moved to school storage as soon as possible, after which they are deleted from personal devices or cloud services.

Photos and videos are stored securely on the school network in line with the Data Retention Policy. They are reviewed annually and are deleted when no longer required. Photographs and videos of former pupils may be retained for as long as necessary for the purpose for which they were originally taken.

Parents are reminded regularly about the importance of not sharing photos and videos of children other than their own without permission, due to reasons of child protection (e.g. looked-after children often have restrictions for their own protection), data protection, religious or cultural reasons, or simply for reasons of personal privacy. Further information about this can be found in the school's Parent Acceptable Use Policy, which is linked to this guidance: parentfilming.lgfl.net

We encourage pupils to think about their online reputation and digital footprint. They are taught about how images can be manipulated in their online safety education programme and also taught to consider how to publish for a wide range of audiences which might include Governors, parents or younger children.

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

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

35 BISHOP PERRIN'S SOCIAL MEDIA PRESENCE

Bishop Perrin works on the principle that if we don't manage our social media reputation, someone else will.

Online Reputation Management (ORM) is about understanding and managing our digital footprint (everything that can be seen or read about the school online). Few parents will apply for a school place without first 'googling' the school, and the Ofsted pre-inspection check includes monitoring what is being said online. Negative coverage almost always causes some level of disruption.

Accordingly, we manage and monitor our social media footprint carefully to know what is being said about the school and to respond to criticism and praise in a fair, responsible manner.

Mary McAvoy is responsible for managing our Twitter account. She follows the guidance in the LGfL/ Safer Internet Centre Online Reputation Management document here.

36 STAFF, PUPILS' AND PARENTS' SOCIAL MEDIA PRESENCE

Social media is a fact of modern life, and as a school, we accept that many parents, staff and pupils will use it. However, as stated in the AUPs which all members of the school community sign, we expect everybody to behave in a positive manner, engaging respectfully with the school and each other on social media, in the same way as they would face to face.

This positive behaviour can be summarised as not making any posts which are or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which might bring the school or (particularly for staff) teaching profession into disrepute. This applies both to public pages and to private posts, e.g. WhatsApp and Facebook groups.

If parents have a concern about the school, we would urge them to contact us directly and in private to resolve the matter. If an issue cannot be resolved in this way, the school's Complaints Policy should be followed. In order for a complaint to be resolved as quickly and fairly as possible, the school will ask the complainant not to discuss any details of the complaint publicly or via social media such as Facebook, WhatsApp and Twitter. Complaints will be dealt with confidentially for those involved, and we expect complainants to observe confidentiality also. Any breach of confidentiality could influence the outcome of the complaint.

Many social media platforms have a minimum age of 13. We ask parents to respect age ratings on social media platforms wherever possible and not encourage or condone underage use. Online safety lessons will look at social media and other online behaviour, how to be a good friend online and how to report bullying, misuse, intimidation or abuse. Parents can support their children and the school by acting as good role models.

The school has an official Twitter account which is used purely to share events and activities that have occurred during school time. The school will not reply to messages sent directly to the Twitter account.

Pupils are not allowed to be 'friends' with or make a friend request to any staff, Governors, volunteers and contractors or otherwise communicate via social media. Any attempt to make requests to be 'friends' may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Headteacher (if by a staff member).

Pupils are discouraged from 'following' staff, Governor, volunteer or contractor public accounts (e.g. following a staff member with a public Instagram account). However, we accept that this can be hard to control (but this highlights the need for staff to remain professional in their private lives). In the reverse situation, however, staff must not follow such public pupil accounts.

Parents are discouraged from making 'friends' requests of members of staff in order for staff to maintain professional boundaries. Exceptions may be made, e.g. for pre-existing family links, but these must be approved by the Headteacher and should be declared upon entry of the pupil, parent or staff member to the school.

Staff are reminded that they are obliged not to bring the school or profession into disrepute and the easiest way to avoid this is to have the strictest privacy settings and avoid inappropriate sharing and oversharing online. They should never discuss the school or its stakeholders on social media and be careful that their personal opinions might not be attributed to the school, Diocese or Richmond Council, bringing the school into disrepute.

37 DEVICE USAGE

Please read the following in conjunction with Acceptable Use Policies and the following sections of this document which all impact upon device usage: copyright, data protection, social media, misuse of technology, and digital images and video.

38 PERSONAL DEVICES INCLUDING WEARABLE TECHNOLOGY AND BRING YOUR OWN DEVICE (BYOD) POLICY

- **Pupils** in Years 5 and 6 are allowed to bring mobile phones in to school if they have permission from their parents to walk to school on their own. Mobile devices are to remain in children's lockers throughout the day and are the responsibility of the device owner. The school accepts no responsibility for the loss, theft or damage of personally-owned mobile devices. During the school day, phones must remain turned off at all times. Any attempt to use a phone in lessons without permission or to take illicit photographs or videos will be dealt with in-line with the school's Behaviour Policy and the withdrawal of mobile privileges. Pupils who are found to be using wearable technology (such as watches) to send and receive text/social media messages will have them confiscated. Important messages and phone calls to or from parents can be made at the school office, which will also pass on messages from parents to pupils in emergencies.
- **All members of Bishop Perrin staff** are required to leave their mobile phones on silent during lesson time and only use them in private staff areas during break times. The exception to this is if the school is operating under conditions when movement around the school and the mixing of children and adults from different classes has to be minimised. The Headteacher will inform staff when this guidance on the use of mobile phones is in place and when it is not. Child/staff data should never be downloaded onto a private phone. If a staff member is expecting an important personal call when teaching or otherwise on duty, they may leave their phone with the school office to answer on their behalf or ask for the message to be left with the school office. In the event of a full lockdown due to an intruder on the school site, staff might be required to use their mobile phones as a means of communicating with each other via a group texting service (eg: Whatsapp).
- **Volunteers, contractors, Governors** should leave their phones in their pockets and put on silent. Under no circumstances should they be used in the presence of children or to take photographs or videos. If this is required (e.g. for contractors to take photos of equipment or buildings), permission of the Headteacher or

another senior member of staff should be sought and this should be done in the presence of a member staff.

- **Parents** are asked to model good mobile phone behaviour when on the school premises and to not hold lengthy private calls in the ear-shot of children and other parents when dropping off or picking up their child. Mobile phones should be put on silent and left in bags/pockets when in the school building when attending meetings or events. Parents should ask permission before taking any photos of displays in corridors or classrooms. Any photos taken of work on display should only be of the child of the parent who is taking the photo. Photographs of work by other children are not to be taken. At no stage should photos or videos of children other than their own be taken whilst on school premises by parents unless they are captured as part of a school event such as a performance or sporting occasion. If images of children other than their own child be captured by a parent then these images are not to be shared on social media unless parents have clear consent from the parent/s of the child/ren whose images have been captured. Parents are asked not to call pupils on their mobile phones during the school day; urgent messages can be passed via the school office.

39 NETWORK/INTERNET ACCESS ON SCHOOL DEVICES

- **Pupils** are not allowed networked file access via personal devices. However, they are allowed to access the school wireless internet network for school-related internet use. All such use is monitored.
- **All staff who work directly with children** have access to the wireless network and networked files and drives. Full access to the networked drive is limited to senior members of staff due to confidentiality. All internet traffic is monitored.
- **Volunteers and contractors** can have access to the wireless network (on submitting a request which needs to be fully justified before being granted) but have no access to networked files/drives. All internet traffic is monitored
- **Governors** have access to the wireless network. Some Governors have limited access to networked files/drives, subject to the Acceptable Use Policy. All internet traffic is monitored.
- **Parents** can have access to the wireless network for specific events (School Association business for example) but have no access to networked files/drives, subject to the acceptable use policy. All internet traffic is monitored.

40 TRIP/EVENTS AWAY FROM SCHOOL

When appropriate, staff on residential or day trips may take photos on their mobile devices which can then be emailed promptly back to school for distribution to parents or on the school's Twitter account. If it is not possible to email photos immediately back to the school for distribution, then they should be sent at the earliest opportunity. Any photos on staff mobiles should then be deleted immediately.

Teachers using their personal phone in an emergency will ensure that the number is hidden to avoid a parent or student accessing a teacher's private phone number.

41 SEARCHING AND CONFISCATION

In line with the DfE guidance 'Searching, screening and confiscation: advice for schools', the Headteacher and staff authorised by them have a statutory power to search pupils/property on school premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying.

Full details of the school's search procedures are available in the school's Behaviour Policy.

42 REVIEW AND MONITORING

This policy will be reviewed by the Safeguarding Governor and the Full Governing Body on a regular basis or more urgently if there is a change in legislation or recommended best practice.

43 APPENDICES

Appendix 1-Annexe C Online Safety (From KCSiE)

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education
Opportunities to teach safeguarding, including online include:

Be Internet Legends developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils

Disrespectnobody is Home Office advice and includes resources on healthy relationships, including sexting and pornography

Education for a connected world framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.

The PSHE Association provides guidance to schools www.pshe-association.org.uk

Teaching online safety in school is departmental guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements

Protecting children
Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the school or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place.

Whilst considering their responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, governing bodies and proprietors should consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

The appropriateness of any filters and monitoring systems are a matter for individual schools and colleges and will be informed in part by the risk assessment required by the Prevent Duty.UK Safer Internet Centre: appropriate filtering and monitoring. The UK Safer Internet Centre has published guidance as to what “appropriate” filtering and monitoring might look like:

Guidance on e-security is available from the National Education Network. Support for schools is available via the: schools' buying strategy with specific advice on procurement here: buying for schools.

Whilst filtering and monitoring are an important part of the online safety picture for schools and colleges to consider, it is only one part. Governors and proprietors should consider a whole school approach to online safety. This will include a clear policy on the use of mobile technology in the school.

Many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and the school and college should carefully consider how this is managed on their premises.

Whilst it is essential that governing bodies and proprietors ensure that appropriate filters and monitoring systems are in place, they should be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Reviewing online safety

Technology in this area evolves and changes rapidly. A free online safety self-review tool for schools can be found via the 360 safe website. UKCCIS have recently published Online safety in schools and colleges: Questions for the governing board

Staff training

Governors and proprietors should ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training (paragraph 76) and the requirement to ensure children are taught about safeguarding, including online (paragraph 80), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

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

Organisation/Resource	What it does/provides
thinkuknow	NCA CEOPs advice on online safety
Disrespect Nobody	Home Office advice on healthy relationships, including sexting and pornography
UK safer internet centre	Contains a specialist helpline for UK schools and colleges
SWGfL	Includes a template for setting out online safety policies
internet matters	Help for parents on how to keep their children safe online
Parent Zone	Help for parents on how to keep their children safe online
childnet cyberbullying	Guidance for schools on cyberbullying
PSHE Association	Guidance and useful teaching resources covering online safety issues including pornography and the sharing of sexual images
Educate Against Hate	Practical advice for parents, teachers and governors on protecting children from extremism and radicalisation.
UKCCIS	The UK Council for Child Internet Safety's website provides: • Sexting advice • Online safety: Questions for Governing Bodies • Education for a connected world framework
NSPCC	advice for schools and colleges
net-aware	NSPCC advice for parents
Common Sense Media	Independent reviews, age ratings, & other information about all types of media for children and their parents
Searching Screening and Confiscation	Guidance to schools on searching children in schools and confiscating items such as mobile phones
LGfL	Advice and resources from the London Grid for Learning

Appendix 2-Bishop Perrin Safeguarding Concern Form

Bishop Perrin Pupil Safeguarding Concern Form

Please complete this form with as much factual information (including times/dates and any direct quotes from the child) and pass it on immediately to either the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).
REMEMBER-do not discuss the disclosure with anyone else except the DSL or DDSL

Child's Details			
Name:		**Class:**	

Details of Initial Cause for Concern			
Reported by:		Job Title:	
Date and time of incident:			
Your account of the concern (what was said, observed, reported and by whom): Signed: _____ Time: _____ Date: _____			
Action taken by the DSL/DDSL: Signed: _____ Time: _____ Date: _____			

Appendix 3-Sexting: How to Respond to an Incident

This document provides a brief overview for frontline staff of how to respond to incidents involving 'sexting'.

All such incidents should be reported to the Designated Safeguarding Lead (DSL) and managed in line with your school's safeguarding policies.

The DSL should be familiar with the full 2016 guidance from the UK Council for Child Internet Safety (UKCCIS), Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People, and should not refer to this document instead of the full guidance.

What is 'sexting'?

In the latest advice for schools and colleges (UKCCIS, 2016), sexting is defined as **the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18**. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. 'Sexting' does not include the sharing of sexual photos and videos of under-18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

What to do if an incident involving 'sexting' comes to your attention

Report it to your Designated Safeguarding Lead (DSL) immediately.

- **Never** view, download or share the imagery yourself**,** or ask a child to share or download – **this is illegal**.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
- **Do not** delete the imagery or ask the young person to delete it.
- **Do not** ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.
- **Do not** share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL.

If a 'sexting' incident comes to your attention, report it to your DSL. Your school's safeguarding policies should outline codes of practice to be followed.

For further information

Download the full guidance Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People (UKCCIS, 2016) at www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis.

Appendix 4-School Website RAG Audit

The school uses the LGfL School Website RAG Audit tool to assess whether the school website is compliant with expectations and legislation as laid out by the DfE.

The audit tool can be accessed via this link:

https://national.lgfl.net/digisafe/school-webiste-rag-audit-tool