

# Bournes Green Infant School

## E-Safety Policy



Written and approved by the Governing Body in Autumn 2017  
This policy will be reviewed in accordance with our Review Timetable

Signed .....

Dated .....

Chair of Governors

## E-Safety Policy

### Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

Please read in conjunction with our DDA scheme, Equal Opportunities Policy and accessibility plans. See also related policies: Computing, Teaching and Learning, SEN, Early Years, Academically More Able and all subject based policies.

At Bournes Green Infant School we are committed to ensuring that our whole school is able to operate with safety and confidence whenever and wherever they use the Internet or mobile technologies.

### **What is e-Safety?**

E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate children about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

### **Teaching and learning**

#### **The Internet use is important**

The Internet is an essential element in 21st century life for education, business and social interaction. Our school has a duty to provide children with quality Internet access as part of their learning experience. Internet use is a part of the statutory curriculum and a necessary tool for staff and children.

#### **Internet use will enhance learning**

The school Internet access will include filtering appropriate to the age of children. Children will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use. Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of children. Staff will guide children in on-line activities that will support the learning

outcomes planned for the children' age and maturity and educate them in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

### **Children will be taught how to evaluate Internet content**

If staff or children discover unsuitable sites, the URL (address), time, date and content must be reported to Southend IT Development Service, and where appropriate the school E-safety officer. Schools should ensure that the use of Internet derived materials by staff and by children complies with copyright law. Children will be taught at a time appropriate to them to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.

### **Managing Internet Access**

#### **Information system security**

The security of the school information systems will be reviewed regularly. Virus protection will be installed and updated regularly. The school uses the Southend approved Broadband with its firewall and filters.

#### **E-mail**

Children may only use approved e-mail accounts on the school system. These will be a dedicated email address for a whole class and are only used with teacher supervision. Children must not reveal personal details of themselves or others in e-mail communication, or arrange to meet anyone. E-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper. Teachers will not be in email contact with children.

### **Published content and the school website**

The contact details on the website should be the school address, e-mail and telephone number. Staff or children's personal information will not be published. The headteacher will take overall editorial responsibility and ensure that content is accurate and appropriate.

### **Publishing pupil's images and work**

Photographs that include children will be selected carefully and where parents have expressed a concern they will not enable individual children to be clearly identified. Children's names will not be used anywhere on the website, particularly in association with photographs. When parents sign our Internet Code of Conduct they are asked in writing to contact us if they have any concerns about photographs of their child being published on websites.

### **Social networking and personal publishing**

Where necessary, social networking sites and newsgroups, will be blocked. Children are not allowed to give out personal details of any kind which may identify them or their location. Examples would include real name, address, mobile or landline phone numbers, school, passwords, e-mail address, names of friends, specific interests and clubs etc.

## **Managing filtering**

The school will work in partnership with Southend Borough Council to ensure filtering systems are as effective as possible. If staff or children discover unsuitable sites, the URL, time and date must be reported to the school E-Safety Leader.

## **Managing emerging technologies**

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed. Mobile phones will not be used during lessons or formal school time - see Mobile Phone Use Policy. School cameras will be used on school trips. If personal staff cameras are used the chip does not leave the school building until all photographs have been downloaded and erased from the chip.

## **Protecting personal data**

Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.

## **Policy Decisions**

### **Authorising Internet access**

The school will maintain a current record of all staff and children who are granted Internet access. All staff must read and sign the acceptable IT use agreement, Staff Code of Conduct for IT, before using any school IT resource. Within our school, access to the Internet will be by adult demonstration with directly supervised access to specific, approved on-line materials. Only approved search engines will be used on the curriculum network, during school hours. In Reception, or on entry to the school, parents will be asked to sign and return our Internet Code of Conduct form.

### **Assessing risks**

In common with other media such as magazines, books and DVDs, some material available via the Internet is unsuitable for children. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will *never* appear on a school computer. Neither the school nor Southend Borough Council can accept liability for the material accessed, or any consequences of Internet access. The Headteacher will ensure that the e-Safety Policy is implemented and compliance with the policy monitored.

### **Handling e-safety complaints**

Complaints of Internet misuse will be dealt with by the Headteacher. Any complaint about staff misuse must be referred to the Headteacher. Complaints of a child protection nature must be dealt with in accordance with school child protection procedures. Sanctions within the school discipline policy include:

- interview by the Headteacher;
- informing parents or carers;
- removal of Internet or computer access for a period.

## **Community use of the Internet**

The school will liaise with local organisations to establish a common approach to e-safety. The school will be sensitive to Internet related issues experienced by children out of school, e.g. social networking sites, and offer appropriate advice and training.

## **Communications Policy**

### **Introducing the e-safety policy to children**

'Think then Click' Rules for Internet access (adapted from a format produced by Kent County Council) will be posted in all classrooms. Children will be informed that Internet use is only with adult supervision. An e-Safety training programme has been introduced to raise the awareness and importance of safe and responsible internet use. See also the guidance below for children with additional Learning Needs.

### **Staff and the e-Safety policy**

All staff will be given the School e-Safety Policy and its importance explained. Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.

### **Enlisting parents' support**

This policy will be placed on the school website. Parents' attention will be drawn to the School e-Safety Policy and our Internet Code of conduct in newsletters and the school prospectus. All new parents read and sign our Internet Code of Conduct

This policy was reviewed and revised by staff and approved Governing Body in Autumn 2017

It will be reviewed in line with our Policy Review Timetable.

# e-Safety for Pupils with Additional Needs



**There are many variations to school policies, populations and resources available to support e-safety initiatives within schools.**

**Here are some considerations regarding possible ways to support a generic group of children who may require additional support to move forward in safeguarding themselves.**

A fundamental part of teaching e-safety is to check pupil's understanding and knowledge of general personal safety issues. Some pupils may need additional teaching that includes reminders and explicit prompts to link their existing knowledge of "how to keep safe" to the rules that will apply specifically to, for instance, internet use.

Rules are very helpful to all pupils and it is important to achieve consistency of how rules can be applied.

This is a difficult area for some pupils who will usually learn rules within certain contexts, but who will find it difficult to transfer these rules across environments, lessons or teachers. Schools need to consider whether a scheme or resources are applicable or accessible to all school situations where internet access may be possible.

As consistency is so important for these pupils, there is a need to establish e-safety rules for school that are similar to those for home. Working with parents and sharing information with them would be relevant to all children, but this group especially.

There will always be exceptions to rules and if this is the case, then these pupils will need to have additional explanations about why rules might change in different situations i.e. why it is ok to give your name and address to an adult if you are lost in town, but not when using the internet.

It might be helpful to consider presenting the rules as being linked to consequences such that you are teaching cause-effect rather than a list of procedures. This needs to be achieved carefully so as to use realistic and practical examples of *what might happen if...* without frightening pupils.

**How rules are presented could be vital to help these pupils understand and apply some of the rules they need to learn.**

Visual support is usually important to help most pupils' understanding but some areas of this topic are quite abstract in nature and difficult to represent visually i.e.

Uncomfortable

Smart

Stranger

Friend

It might be helpful to ask pupils to produce a drawing or write a mini-class dictionary that describes and defines these words in their own terms.

Visual support can be useful but it is more likely that the pupils will respond to multi-media presentations of the rules such as interactive power-point slides, screensavers, spoken recordings of the main rules or sounds that they can associate with decisions they make while using the internet. The really useful thing about these is the repetition and practice that pupils can have with these which may not be so easy if spoken language were used.

If visual prompts are used to help remember the rules, the picture or image support needs to give the pupils some improved understanding of what the rule is about. It is quite easy to find attractive pictures that link to other abstract ideas not related to internet use i.e. use of a compass to show "lose track" of a search when a head looking confused is more like what happens.

This group of pupils are vulnerable to poor social understanding that may leave them open to risks when using the internet individually, but also when with peers.

It can be common for peers to set up scenarios or "accidents" regarding what they look for on the internet and then say it was someone else who has done so. Adults need to plan group interactions carefully when raising awareness of internet safety.

Some pupils in this group may choose recreational internet activities that are perhaps simpler or aimed at pupils younger than themselves. By their very nature, these activities tend to be more controlled and less open to naïve mistakes. Staff need to plan how to manage pupils who may want to do the same as other peers but who may need small step teaching due to limited experiences with internet use.

For various reasons, pupils with additional needs may find it difficult to explain or describe events when using the internet

Some pupils might find it easier to show adults what they did i.e. replay which will obviously have it's own issues for staff regarding repeating access.

Some pupils are very quick to click with the mouse and may not actually know what they did or how something happened. Gentle investigation will be more productive than asking many questions.

Some may not be able to ask for help. Staff will need to know specific pupils well so that this can be addressed.

Pupils may need a system or a help sound set up on computers which will help them to get adult attention. If pupils don't recognise that they need help, then adult supervision is the safe way to improve their recognition of this.

## Useful websites for resources

[www.gridclub.com](http://www.gridclub.com)

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

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.netsmartz.org](http://www.netsmartz.org)

[www.bizzikid.co.uk](http://www.bizzikid.co.uk)

**The Kent e-Safety Site:**

[www.clusterweb.org.uk?esafety](http://www.clusterweb.org.uk?esafety)

