



**ICT**

# **Safeguarding Learners Online**

A policy for e-safety to support pupils, parents and teachers

**September 2009**

## Context

"Children and young people need to be empowered to keep them-selves safe – this isn't just about a top-down approach. Children will be children – pushing boundaries and taking risks. At a public swimming pool we have gates, put up signs, have lifeguards and shallow ends, but we also teach children how to swim." *Dr Tanya Byron 'Safer Children in a Digital World: The report of the Byron Review.'*

At Sawston Village College, 'anytime, anywhere learning' is becoming a reality, breaking down the barriers between home and school and potentially transforming education to raise attainment and fulfil potential. But it is equally important that pupils learn how to be safe when they are using these new technologies, particularly Web 2.0 collaborative technologies such as social networking sites and discussion fora, which are becoming an essential aspect of productive and creative social learning. Schools are finding that a blocking and banning approach, which merely limits exposure to risk, may no longer be a sustainable approach. Learners will experiment online, and while their confidence and enthusiasm for using new technologies may be high, their understanding of the opportunities and risks may be low, as will their ability for responding to any issues they encounter. At Sawston Village College there is an emphasis on equipping young people with the skills and knowledge they need to use technology safely and responsibly, and managing the risks, wherever and whenever they go online, and to promote safe and responsible behaviours in using technology both at school and in the home and beyond.

In addition to the need to properly equip young people for using ICT appropriately, Sawston Village College has a duty of care to learners and employees and must ensure that it is able to safeguard all users of its ICT facilities as far as reasonably possible. In most cases, the misuse of ICT is not serious and can be dealt with at classroom level. In rare cases pupils can be in serious danger. Staff are also susceptible to risks, as is the integrity and security of the whole school community. By stating clearly robust policies and procedures, the college aims to reduce these risks as much as is possible while at the same time ensuring that pupils and staff are able to exploit new technologies to promote and enhance learning opportunities.

### **What risks does the college guard against?**

The Byron Review has classified the risks associated with ICT use as relating to **content**, **contact** and **conduct**. The risks are often determined by the behaviours involved in using ICT, rather than the technologies themselves. The diagram on the following page identifies the risks associated with each category.

	<b>Commercial</b>	<b>Aggressive</b>	<b>Sexual</b>	<b>Values</b>
<b>Content</b> (child as recipient)	Adverts Spam Sponsorship Personal information	Violent/hateful content	Pornographic or unwelcome sexual content	Bias Racist Misleading information or advice
<b>Contact</b> (child as participant)	Tracking and harvesting personal information	Being bullied, harassed or stalked	Meeting strangers Being groomed	Self-harm Unwelcome persuasions
<b>Conduct</b> (child as actor)	Illegal downloading Hacking Gambling Financial crime Terrorism	Bullying or harassing another	Creating and uploading inappropriate material	Providing misleading information/advice

The list above is not intended to be exhaustive and definitive but is provided to highlight the range of behaviours the college is acting to educate and/or regulate for. For more extensive analysis of the risks associated with technologies the following sites are recommended.

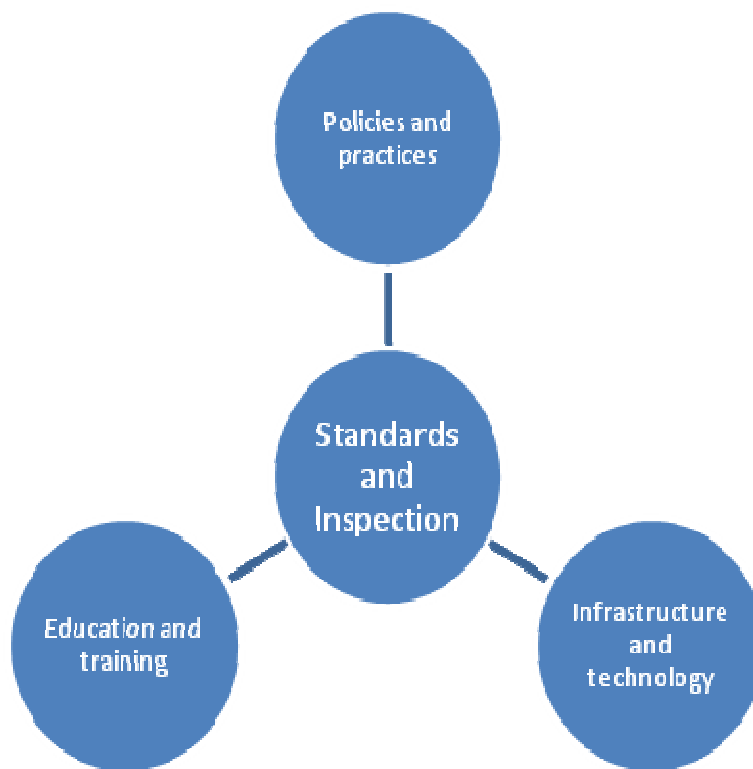
[www.digizen.org/cyberbullying](http://www.digizen.org/cyberbullying)

[www.ceop.gov.uk/](http://www.ceop.gov.uk/)

[www.childnet-int.org](http://www.childnet-int.org)

### **What is Sawston Village College doing to reduce risks associated with new technologies?**

Using advice and guidance produced by BECTA and other agencies, Sawston Village College has adopted the PIES structure in order to effectively manage e-safety.



## **Policies and Practice**

The college has in place a wide range of policies and protocols to ensure compliance with e-safety.

- All pupils are required to read, understand and agree to an Acceptable Use Policy. Without agreement, access to the college network is declined. This policy is also available to parents on the college website. Additionally, good conduct relating to ICT is a feature of the Pupil Planner, read and signed by parents.
- All staff are required to read, understand and sign a suite of ICT policies including an Acceptable Use Policy for the internet and college network.
- Cyber bullying, and the consequences of such behaviour, are addressed in the Acceptable Use Policy and the College Bullying, Behaviour and Discipline Policies.
- Appropriate and published sanctions are in place if the Acceptable Use Policy is breached.
- The Deputy Headteacher (ICT) is the nominated e-safety co-ordinator.

- All users of the college network have access to written guidelines explaining the course of action and procedure to follow if they are subject to inappropriate behaviours and/or access unsuitable material.
- All staff have been issued with guidelines explaining how to keep data safe and secure, to protect themselves, colleagues and pupils.

## **Infrastructure**

The college has put into place comprehensive safeguards to monitor unusual or inappropriate use of the internet and network, in order to protect pupils and staff.

- The college uses monitoring software known as Securus which allows staff to review what pupils are doing on the school network and watch for patterns of behaviour which may give rise to concern.
- The college is also protected through the County Council filtering system. Where pupils intentionally or accidentally access inappropriate material or sites, the Local Authority is immediately notified and these sites are blocked.
- The college uses a BECTA accredited Internet Service Provider.
- Security and safety of the network is underpinned by the Systems Manager implementing BECTA FITS protocols and procedures.
- Access to sensitive data on the college network from outside is protected through two factor authentication as recommended by BECTA.

## **Education and Training**

The college is committed to providing relevant, accessible and engaging support to pupils, parents and staff to promote safe use of ICT.

- Teachers are provided with e-safety guidance in documentation and through staff meetings.
- Pupils access e-safety guidance through the PSHE programme and have assemblies on the role of Securus, the Acceptable Use Policy and cyber bullying, as well as materials available through the college learning platform.
- Parents have been provided with the opportunity to attend a presentation on cyber bullying and are able to access extensive support relating to safe use of ICT on the college website.

- Governors are provided with basic training on the college's obligations and must also sign an Acceptable Use Policy for accessing the network and learning platform.

## **Standards and Inspection**

- An audit of e-safety is carried out annually through a review of the Securus database, the number of exclusions relating to ICT policy violations, PSHE reviews and pupil panels. This review is presented to SLT for discussion and the consideration of additional e-safety measures.
- The SEF Section 4b includes reference to e-safety measures and this is subject to review by governors, the school improvement partner and OFSTED.
- The school improvement plan for ICT contains success criteria relating to the incidents of cyber bullying, network misuse and other ICT related concerns and where appropriate actions to reduce the number of incidents.

## **Conclusion**

The college is committed to ensuring as safe and secure ICT provision as is reasonably possible. It will continue to seek out best practice in e-safety and work in partnership with pupils, parents and the wider community to enable all users to fully exploit what new technologies can bring to raising attainment and the development of personal, social, economic and cultural well being.

JCU

September 2009