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## Online Safety Policy

Last review by V Jefferson: September 2021

### 1. Policy Introduction and Aims

In order to ensure that the school provides a safe environment for learning, we adhere to the following principles:

- Online safety is an essential part of safeguarding and the school has a duty to ensure that all pupils and staff are protected from potential harm online
- Online safety education is an important preparation for life. Pupils should be empowered to build resilience and to develop strategies to prevent, manage and respond to risk online

The purpose of the online safety policy is to:

- Safeguard and protect all members of the school's community online
- Identify approaches to educate and raise awareness of online safety throughout the community
- Enable all staff to work safely and responsibly, to model positive behaviour online and to manage professional

standards and practice when using technology

- Identify clear procedures to use when responding to online safety concerns.

The issues classified within online safety are considerable, but can be broadly categorised into four areas of risk:

**Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, racist or radical and extremist views, and in some respects fake news.

**Contact:** being subjected to harmful online interaction with other users; for example children can be contacted by bullies or people who groom or seek to abuse them.

**Commercial exploitation:** for example young people can be unaware of hidden costs and advertising in apps, games and website.

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

# CARFAX

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# COLLEGE

## 2. Policy Scope

This policy applies to all staff including teachers, support staff, external contractors, visitors, volunteers and other individuals who work for, or provide services on behalf of the school (collectively referred to as 'staff' in this policy) as well as pupils and parents/carers. It applies to access to school systems, the internet and the use of technology, using devices provided by the school or personal devices.

The policy also applies to online safety behaviour such as cyber-bullying, which may take place outside the school, but is linked to membership of the school. The school will deal with such behaviour within this policy and associated behaviour and discipline policies, and will, where known, inform parents/carers of incidents of inappropriate online behaviour that take place out of school.

### 2.1 Links with other policies and practices

This policy links with a number of other policies, including:

- Safeguarding Policy
- Staff Code of Conduct
- Acceptable Use Agreements for pupils
- Anti-bullying policy

## 3. Roles and Responsibilities

### 3.1 Senior Management Team:

Ensures that online safety is viewed as a safeguarding issue

Ensures the school follows current policies and practices regarding online safety (including the Acceptable Use Agreements), information security and data protection

Ensures that online safety is covered within the whole school curriculum, which enables all pupils to develop an age-appropriate understanding of online safety

Ensures that all staff receive regular, up to date and appropriate online safety training

Ensure staff use safeguarding reporting procedures to report online safety concerns

Ensures that online safety practice is audited and evaluated regularly in order to identify strengths and areas for improvement.

### 3.2 The Designated Safeguarding Lead and Deputy Safeguarding Leads (DSL):

- Takes day to day responsibility for online safety
- Promotes an awareness of and commitment to online safety throughout the school community

# CARFAX

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- Acts as the named point of contact on all online safety issues, and liaises with other members of staff or other agencies, as appropriate
- Keeps the online safety component of the curriculum under review, in order to ensure that it remains up to date and relevant to pupils
- Facilitates training and advice for all staff, keeping colleagues informed of current research, legislation and trends regarding online safety and communicating this to the school community, as appropriate
- Ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident
- Monitors pupil internet usage, taking action where required
- Maintains the online safety incident log and record of actions taken, and reviews the log periodically to identify gaps and trends
- Reports regularly to the SMT on the incident log, internet monitoring, current issues, developments in legislation etc.

### **3.3 Staff managing the technical environment:**

- Apply appropriate technical and procedural controls to ensure that the school's IT infrastructure/system is secure and not open to misuse or malicious attack, whilst allowing learning opportunities to be maximised
- Keep up to date with the school's online safety policy and technical information in order to carry out their online safety role effectively and to inform and update others as relevant
- Provide technical support to the DSL and leadership team in the implementation of online safety procedures
- Ensure that the school's filtering policy is applied and updated on a regular basis, and oversees the school's monitoring system
- Report any filtering breaches or other online safety issues to the DSL, SMT and proprietor, as appropriate.
- Ensure that any safeguarding concerns are reported to the DSL, in accordance with the school's safeguarding procedures.

### **3.4 All school staff:**

- Read, adhere to and help promote the online safety policy
- Take responsibility for the security of school systems and the data they use, or have access to

# CARFAX

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- Model safe, responsible and professional behaviours in their own use of technology
- Embed online safety in their teaching and other school activities
- Supervise, guide and monitor pupils carefully when engaged in activities involving online technology (including extra-curricular and extended school activities if relevant)
- Have an up to date awareness of a range of online safety issues and how they may be experienced by the children in their care
- Identify online safety concerns and take appropriate action by reporting to the DSL
- Know when and how to escalate online safety issues
- Take personal responsibility for professional development in this area.

### **3.5 Pupils:**

- Engage in age appropriate online safety education opportunities
- Read and adhere to the school Acceptable Use Agreements
- Respect the feelings and rights of others both on and offline, in and out of school
- Take responsibility for keeping themselves and others safe online
- Report to a trusted adult, if there is a concern online.

### **3.6 Parents and carers:**

- Read the school Acceptable Use Agreements and encourage their children to adhere to them
- Support the school in online safety approaches by discussing online safety issues with their children and reinforcing appropriate, safe online behaviours at home
- Model safe and appropriate use of technology and social media, including seeking permission before taking and sharing digital images of pupils other than their own children
- Identify changes in behaviour that could indicate that their child is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child encounter risk or concerns online
- Use school systems, such as learning platforms, and other network resources, safely and appropriately
- Take responsibility for their own awareness in relation to the risks and opportunities posed by new and emerging technologies.

# CARFAX

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# COLLEGE

## 4. Education and Engagement

### 4.1 Education and engagement with pupils

The PSHE and wider curriculum includes age-appropriate lessons and activities on online safety for all pupils, intended to raise awareness, build resilience and promote safe and responsible internet use by:

- Ensuring education regarding safe and responsible use precedes internet access
- Including online safety across the curriculum, including the Personal Social and Health Education, Relationships and Sex Education and Computing programmes of study, covering use both at school and home
- Reinforcing online safety messages whenever technology or the internet is in use
- Ensuring that the needs of pupils considered to be more vulnerable online, such as those with SEND or mental health needs, are met appropriately
- Using support, such as peer education approaches and external visitors, to complement online safety education in the curriculum
- Educating pupils in the effective use of the internet to research; including the skills of knowledge location, retrieval and evaluation
- Teaching pupils to be critically aware of the materials they read and shown how to validate information before accepting its accuracy
- Teaching pupils to acknowledge the source of information used and to respect copyright when using material accessed on the internet
- Supporting students in building resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decisionmaking

The school will support pupils to read and understand the Acceptable Use Agreement in a way which suits their age and ability by:

- Informing pupils that network and internet use will be monitored for safety and security purposes and in accordance with legislation
- Recognising positive use of technology by pupils.

### 4.2 Training and engagement with staff

The school will:

- Provide and discuss the Online Safety Policy and staff Acceptable Use Agreement with all members of staff as part of induction

# CARFAX

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- Provide up-to-date and appropriate online safety training for all staff on a regular basis
- Make staff aware that school systems are monitored and activity can be traced to individual users; staff will be reminded to behave professionally and in accordance with school's policies when accessing school systems and devices
- Make staff aware that their online conduct out of school, including personal use of social media, could have an impact on their professional role and reputation within school
- Highlight useful educational resources and tools which staff should use, according to the age and ability of the pupils
- Ensure all members of staff are aware of the procedures to follow regarding online safety concerns affecting pupils, colleagues or other members of the school community.

#### **4.3 Awareness and engagement with parents and carers**

Parents and carers have an essential role to play in enabling children to become safe and responsible users of the internet and associated technologies. The school will build a partnership approach to online safety with parents and carers by:

- Requiring parents to read the pupil Acceptable Use Agreement and discuss its implications with their children.

#### **5. Reducing Online Risks**

The internet is a constantly changing environment with new apps, devices, websites and material emerging at a rapid pace. The school will:

- Regularly review the methods used to identify, assess and minimise online risks
- Examine emerging technologies for educational benefit and undertake appropriate risk assessments before use in school is permitted
- Ensure that appropriate filtering and monitoring is in place and take all reasonable precautions to ensure that users can only access appropriate material
- Ensure, through online safety education and the school Acceptable Use Policy, that pupils know that the school's expectations regarding safe and appropriate behaviour online apply whether the school's networks are used or not

# CARFAX

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## **6. Safer Use of Technology**

### **6.1 Classroom Use**

- The school uses a wide range of technology. This includes access to:
- Computers, laptops and other digital devices
- Internet which may include search engines and educational websites - supervision of pupils will be appropriate to their age and ability
- Tutors should always check websites, tools and apps for suitability before use in the classroom or recommending for use at home
- Staff and pupils should consider copyright law before using internet-derived materials (and where appropriate comply with licence terms and/or acknowledge the source of information).

### **6.2 Filtering and Monitoring**

- The college uses Smoothwall filters to ensure appropriate content
- Flagged terms may be investigated by the DSL. Concerns identified will be managed according to the nature of the issue
- Staff, tutors and pupils should be aware that email messages between staff and students can be checked for inappropriate language and behaviour if needed.
- All members of staff are however aware that they cannot rely on filtering and monitoring alone to safeguard pupils: effective classroom management and regular education about safe and responsible use is essential
- All users are informed that use of school systems is monitored and that all monitoring is in line with data protection, human rights and privacy legislation.

### **6.3 Dealing with Filtering breaches**

The school has a clear procedure for reporting filtering breaches:

- If pupils discover unsuitable sites, they will be required to alert a member of staff immediately
- The member of staff will report the concern (including the URL of the site if possible) to the DSL
- The breach will be recorded and escalated as appropriate
- Any material that the school believes is illegal will be reported immediately to the appropriate agencies, such as Internet Watch Foundation (IWF), the Police or Child Exploitation and Online Protection (CEOP).

# CARFAX

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# COLLEGE

## 6.4 Managing Personal Data Online

Personal data will be collected, processed, stored and transferred in accordance with the General Data Protection

## 7. Social Media

### 7.1 Expectations

- The term social media includes (but is not limited to): blogs; wikis; social networking sites; forums; bulletin boards; online gaming; apps; video/photo sharing sites; chatrooms and instant messenger
- All members of the school community are expected to engage in social media in a positive, safe and responsible manner, at all times

### 7.2 Staff Use of Social Media

- Staff and tutors must not communicate with pupils using a personal social media account or add pupils as 'friends' or similar or join the same social media groups. Depending on the circumstances, it may also be inappropriate to communicate with parents or add them as 'friends'.
- Staff and tutors should exercise caution when making links with ex-pupils of the college on a personal social media account. Keep in mind that an ex-pupil may also be linked or 'friends' with current pupils which (depending on your privacy settings) may expose your personal information or content.
- Staff and tutors should ensure that the privacy settings for any personal social media profiles are configured appropriately and limit the amount of information that is publicly available.
- Staff and tutors must be mindful of how they present themselves and the college on such media. The private life of an employee at the college may have professional consequences and this must be considered at all times when sharing personal information in this format.
- Staff and tutors must not represent personal views as those of the college, nor disclose the views of colleagues or others working with the college (e.g. consultants).
- When writing an internet post, staff and tutors should remember that this is not a secure form of communication and consider whether the contents would be more appropriate in a private message. While there may be strict privacy controls in place on personal accounts, information could still be

# CARFAX

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# COLLEGE

copied and shared by others and can easily enter the public domain. For this reason, it is always sensible to consider that all information posted online has entered the public domain.

- Staff and tutors should protect the privacy of others by omitting personal information from internet posts such as names, email addresses, home or work addresses, phone numbers or other personal information, and it is recommended that the same principles are followed for the user's own personal information.
- Staff and tutors must not post anything that may offend, insult or humiliate others, particularly on the basis of their sex, age, race, colour, national origin, religion or belief, sexual orientation, disability, marital status, pregnancy or maternity. Nor must staff and tutors post anything that could be interpreted as threatening, intimidating or abusive. Offensive posts or messages may be construed as cyberbullying.
- Staff and tutors must not post disparaging or derogatory remarks about colleagues or the college, or its proprietor, pupils or parents.
- Staff and tutors must not use social media in a way which could constitute a breach of any of the School's employment or other policies.

### **7.3 Pupils' Personal Use of Social Media**

- Safe and appropriate use of social media will be taught to pupils as part of online safety education, via age appropriate sites and resources
- Any concerns regarding pupils' use of social media, both at home and at school, will be dealt with in accordance with existing school policies. Concerns will also be raised with parents/carers as appropriate, particularly when concerning underage use of social media sites or tools.

## **8. Use of Personal Devices and Mobile Phones**

The school recognises that personal communication through mobile technologies is an accepted part of everyday life for pupils, staff and parents/carers, but technologies need to be used safely and appropriately within school.

### **8.1 Expectations**

- All use of personal devices and mobile phones will take place in accordance with the law and other

# CARFAX

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# COLLEGE

appropriate school policies. .

- Electronic devices of any kind that are brought onto site are the responsibility of the user at all times. The school accepts no responsibilities for the loss, theft, damage or breach of security of such items on school premises
- The sending of abusive or inappropriate messages/content via mobile phones or personal devices is forbidden by any member of the community.
- All members of the community are advised to ensure that their mobile phones and personal devices do not contain any content which may be considered to be offensive, derogatory or would otherwise contravene the school behaviour or Safeguarding and Child Protection policies.

## **8.2 Staff Use of Personal Devices and Mobile Phones**

- Members of staff will ensure that the use of personal phones and devices takes place in accordance with the law, as well as relevant school policy and procedures, such as: Confidentiality, Safeguarding and Child Protection, Data Security and Acceptable Use Agreements.
- Images of pupils (other than a member of staff's own children) must not be stored on personal devices. Any image taken on personal devices must be transferred to Carfax Education network as soon as reasonably possible and the personal copy permanently removed.

## **8.3 Pupils' Use of Personal Devices and Mobile Phones**

- Pupils will be educated regarding the safe and appropriate use of personal devices and mobile phones and will be made aware of boundaries and consequences.
- Pupils may keep their mobile phones upon their person, but must only use them with the express permission of a member of staff.
- If a pupil needs to contact his/her parents or carers they will be allowed to use a mobile phone or a school phone, as long as they have permission from a member of school staff, the pupils are welcome to use the phone at Reception.
- Parents are advised to contact their child via the school office during school hours.
- Mobile phones or personal devices will not be used by pupils during lessons or formal school time unless as part of an approved and directed curriculum based activity with consent from a member of staff.
- Mobile phones and personal devices must not be taken into examinations. Pupils found in possession of a mobile phone or personal device during an exam will be reported to the appropriate examining body. This may result in the pupil's grade in that examination or all examinations being nullified.
- If a pupil breaches the school policy, the phone or device will be confiscated and will be held in a secure place

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## **8.4 Visitors' Use of Personal Devices and Mobile Phones**

- Parents, carers and visitors (including volunteers and contractors) must use their mobile phones and personal devices in accordance with Safeguarding policies and Code of Conduct.
- Members of staff are expected to challenge visitors if they have concerns and will always inform the DSL of any breaches of school policy.

## **9. Responding to Online Safety Incidents and Concerns**

### **9.1 Concerns about Pupils' Welfare**

- The DSL will be informed immediately of any online safety incident that could be considered a safeguarding or child protection concern
- The DSL will ensure that online safeguarding concerns are escalated and reported to relevant agencies
- The school will inform parents and carers of any incidents or concerns involving their child, as and when required.

### **9.2 Misuse**

- Complaints about IT misuse by pupils will be dealt with by a senior member of staff under the relevant policies and procedures and according to the nature of the complaint
- Any complaint about staff misuse will be referred to the Principal
- Pupils and parents are informed of the school's complaints procedure.

## **10. Useful links and sources of advice**

### **Guidance and resources**

- Teaching Online Safety in School (DfE)
- Education for a Connected World (UKCIS)
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS)
- Indecent images of children: guidance for young people
- Cyberbullying: understand, prevent and respond (Childnet)
- Cyberbullying: advice for headteachers and school staff (DfE)

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## National Organisations

- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)
- CEOP:  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.ceop.police.uk](http://www.ceop.police.uk)
- Childnet: [www.childnet.com](http://www.childnet.com)
- Get Safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)
- Lucy Faithfull Foundation: [www.lucyfaithfull.org](http://www.lucyfaithfull.org)
- NSPCC: [www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety)
  - o ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
  - o Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- The Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
  - o Professional Online Safety Helpline: [www.saferinternet.org.uk/about/helpline](http://www.saferinternet.org.uk/about/helpline)
  - o Telephone helpline: 0844 381 4772

## 11. Home Learning

The school is committed to ensuring that online safety standards are maintained in the delivery of Home Learning. For the purposes of Home Learning, the primary platforms used across the Carfax network are:

- **Microsoft Teams**
- **Teachworks**

Carfax Education has central oversight of and can monitor activity and communications through these platforms. The platforms are restricted to Carfax users only and permissioned accordingly.

Virtual visiting speakers are vetted and supervised in the same way as they would be if they were coming onto the school site to deliver their material.

In order to safeguard both pupils and staff, live online sessions must be conducted following the protocols set out

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below.

- Only use school approved platforms; do not use social media in communicating with pupils
- Keep a record/log of live online lessons – date and time, attendance, what was covered, any incidents. Any serious incidents should be reported in the usual manner depending on the nature of the issue
- Maintain professional conduct during live streaming – dress appropriately, consider your surroundings (background, other household members who may come into view etc.) and blur if necessary, and remember that your microphone may be on
- Maintain the same boundaries and insist on the same standard of behaviour as in a school setting. Make specific protocols clear at the outset, e.g. muting of microphones at appropriate times, use of supervised chat only, etc.